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ABSTRACT

This catalog of materials collected from projects funded for fiscal year 1978 by the Office of Career Education includes ideas and information for educational practitioners and others interested in career education development in elementary, secondary, and postsecondary schools as well as various adult populations. Ninety articles are divided into these four major sections: Classroom (26), Community Resources (24), Counseling and Guidance (21), and Management (19). The narrative section of each article describes the project/program and/or materials and ideas developed and may present representative or sample activities, instructional materials, or unit plans. An "indicator" at the end of the narrative identifies the sources, cities, and states from which the subject matter was taken. "Locator pages" at the end of the catalog list alphabetically by state the names and addresses of all fiscal year 1978 project directors and the titles of each project. An index is provided to allow quick reference to a specific topic. (YLB)

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Career Education 1978-79

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Additionally, many thanks must be given to those at Thomas Buffington & Associates who worked unselfishly to produce this catalog — namely:

Valerie Drake	Project Staff
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Project Director
October 1979

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Introduction

Career Education 1978-1979 is a catalog of ideas and information collected by Thomas Buffington & Associates (TBA) from projects funded for fiscal year 1978 by the Office of Career Education. Great efforts were made by TBA to include materials produced by all projects. However, due to the inability of some projects to supply materials that coincided with the catalog format or to supply materials within the time frame allotted for producing the catalog, some projects, regretfully, had to be omitted.

Career Education 1978-1979 is divided into four major sections: (1) "Classroom," (2) "Community Resources," (3) "Counseling and Guidance," and (4) "Management." Ideas are included for educational practitioners and other persons interested in career education development in elementary, secondary, and postsecondary schools as well as various adult populations. Users of the catalog are encouraged to duplicate and use any of the ideas and information presented. The Table of Contents identifies each major section with titles of related activities. An index, at the end of the catalog, is provided to allow quick reference to a specific topic.

At the end of each article is an "indicator" that identifies the sources, cities and States from which the subject matter was taken. To obtain more information about any of the articles, use the "Locator Pages" provided near the end of the catalog. In this section, listed alphabetically by state, are the names and addresses of all fiscal year 1978 project directors and the titles of each project.

TBA hopes **Career Education 1978-1979** will provide you with an abundance of new ideas and useful information that will serve to help individuals in your schools, institutions and communities *acquire and utilize the knowledge, skills and attitudes necessary to make their work a meaningful, productive and satisfying part of their way of living.*

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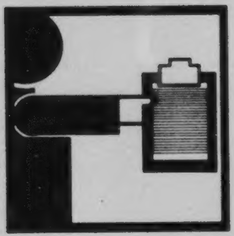

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Classroom

Deal Me In

Instructional materials that provide handicapped students with career educational experiences in such areas as decision making, practical life skills incorporating hands-on learning skills, career exploration, values clarification and use of leisure time have been developed by the Center for Innovation and Development at Kentucky's Murray State University. Activity-oriented modules, known as Career Education Instructional Modules, were one segment of the instructional materials developed.

The modules consist of various resources used by elementary, junior high, and high school students. They include:

- career education reference data pertaining to occupational clusters and development areas;
- lists of possible careers relating to occupational clusters or curriculum content areas;
- implementation plans containing (1)goals, (2) objectives, (3) activities, (4)evaluation methods and (5) resources;
- Activity packets consisting of worksheets and student handouts that incorporate various teaching techniques such as hands-on activities, interviews, discussions, field trips, role-playing, etc.

"Environmental Control Occupations," a Career Education Instructional Module developed by Paducah Tilghman High School, used some of these resources to accomplish the following objectives:

- By the end of the first semester, 100% of the students in Biology 102 will be able to list at least 10 environmental careers and responsibilities of each career.
- At the end of the unit, students will demonstrate an awareness of 10 environmental problems and possible solutions as measured by written paragraphs.

Adapted from materials submitted by Center for Innovation and Development, Murray State University, Murray, Kentucky.

Activities

Techniques – Discussion

Description:

Prepare a list of environmental problems to be solved; have each group choose a problem to "Brainstorm." An alternative would be for the students to "Brainstorm" the initial list (teachers could always add to the list if necessary).

Grouping Pattern of Students:

3 - 4 students/group

Materials Needed:

Newspapers and magazines for ideas on problems. Ecology or environmental textbooks, to be used only if the students have no idea of a solution; encourage them to use just their minds.

Special Note for Teachers:

1. Have each group list as many solutions as possible to the problem within a 10-minute time period (or less).
2. The students will then rank the solutions as to how effective they think they would be in solving the problem.
3. Have the students take their top five solutions and explain in writing their "plan of attack" and list, if possible, the occupation(s) of those that would be responsible for implementing the plan.
4. The students will present their findings to the class.

Techniques – Role-Playing Simulation

Description:

The teacher will describe to the students a situation concerning a plant that uses polyvinyl chloride (PVC) in production; it has been discovered that the gas is in excess of the recommended level. In order to reduce the level of PVC, it would cost the plant $10,000/month. The workers go on strike for safer working conditions. The students are to resolve the strike.

Grouping Pattern of Students:

The students will be assigned the following roles: superintendent of the plant, two supervisors, plant workers, families of workers (wives and children), and newspaper person.

Materials Needed:

Prepare signs for each of the roles for identification purposes. Use yarn to hang signs around neck.

Resource Persons:

If the "strike" is not settled in one class period, they may contact community people for suggestions.

Special Note for Teachers:

1. Divide the class period into nights and days (e.g., 5-minute nights and 5-minute days).
2. Only during the day can *everyone* mix.
3. During the night only the workers and their families can be together, and the superintendent and the two supervisors can be together (assign different areas of the room).
4. The newspaper person writes on the board to keep everyone informed of developments in the strike. The newspaper person can record both day and night; this will be the *only* form of communication during the night between the two groups.
5. The workers will stay on strike until an acceptable method for solving the problem is agreed upon by all parties.

Adaptability for the World of Reality

The public schools in Arlington, Virginia recognize that individuals differ in their interests, abilities, attitudes and values, so they devised a program for secondary school handicapped students that would accommodate these differences. They used as their core, Experience-based Career Education (EBCE), a program developed by the National Institute of Education. It combines learning activities outside and within the school into a balanced, comprehensive, individualized program for high school students. Adaptations of EBCE were necessary to achieve basic skills, formal academic subject credit, meaningful experience-site placements and improvement of students' self-image. An EBCE related Functional Life Skills curriculum was also developed that focused upon the following areas:

A. Consumer Economics

1. Managing a family economy and demonstrating an understanding of sound purchasing practices
2. Understanding the effective use of money, money substitutes and financial services
3. Applying principles of consumer economics when buying, selling, or leasing goods or services
4. Describing the economic factors involved in maintaining consumer goods

B. Occupational Knowledge

1. Developing knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests
2. Developing job-seeking skills
3. Demonstrating job-seeking skills

C. Mental and Physical Health

1. Understanding principles and practices that lead to good mental and physical health
2. Understanding that personal habits promote good health
3. Applying the principles of health to planning and raising a family
4. Learning how to deal with potential hazards and accidents

D. Community Resources

Understanding the operations of community resources and preparing students to use them (Facets of community resources will include social, recreational, informational and consumer education and transportation.)

E. Government and Law

Describing the major functions of federal and local governments and listing the rights and obligations of citizens

The Individualized Educational Program (IEP), illustrated on this page and the following, demonstrates how the Arlington EBCE program for handicapped students accomplishes an understanding of these Functional Life Skills.

Individualized Education Program

September 7, 1978 *School*/Grade
Date of IEP Conference Program/Category 12th Grade

I. Identifying Information

Student's Name: ____________
Birth Date: 2-1-61
Dates of Latest Assessment Components:

Educational	*Social/Cultural*	*Medical*	*Psychological*
1/78 & 3/78	1/77	2/78	3/78

Date of Original Eligibility for Special Education and Related Services: ____________

Check One: ☐ New to Special Education
Revision: ☐ Annual ☐ Other

II. Summary of Program
(Indicate by "RS" if Related Services)

A.	Special Education Program and Related Services	Name of Person Responsible	Date Started	Expected Duration of Services
	Experience-Based Career Ed.		9/78	1 semester

B. Special Needs: Social Worker Speech Therapy
Occupational Therapy

C. Extent student participates in regular education:
Horticulture 50%

D. Type of Physical Education Program:
☐ Regular ☐ Adaptive

E. Date(s) for review(s) of this program: Pre-test 9/78
Conference 11/78 Post-test 1/79

For Secondary Students Check One:
(Grade 9 and above)
☐ Candidate for High School Diploma
☐ Certificate of Course Completion

Adapted from materials submitted by Arlington Public Schools, Arlington, Virginia.

Present Education Levels

Directions:

Describe the student's present educational levels in appropriate curricular areas. Identify specific disabilities in connection with long-term goals and short-term objectives. Identify strengths and weaknesses in areas relevant to this IEP. These may include but are not limited to:

Academic Achievement
Emotional Maturity
Self-Help Skills
Social Adaptation

Pre-Vocational Skills
Vocational Skills
Psychomotor Skills
Other

Give dates test(s) administered.

Present Educational Levels	Strengths	Weakness
(Math) (5.5) comp. Stanf. Int. 1/78	Multiplication Division	Logic
(English)	Spelling	Reading Comprehension
(3/78) WRAT		
☐ reading ☐ 6.9 ☐ spelling ☐ 6.6 ☐ arithmetic ☐ 4.4		
	Methodical Working with hands	

Annual Goal and Short Term Objective(s)	(Optional) Instructional Methods Media/Material Title(s)	Evaluation		
		Schedule and Tests or Materials Used to Evaluate Mastery of Objectives	Criteria of Successful Performance	Date Objective Mastered
1. To develop good consumer skills				
a. To be able to explain what a budget is	discussion workbooks			
b. To be able to prepare a personal budget	simulation	Teacher-made test		
c. To demonstrate ability to comprehend and use percentages	workbooks			
2. To demonstrate ability to fill out required forms				
a. To accurately complete business forms	credit, ordering, taxes, etc.	Pre-test 9/78		
b. To accurately complete vocational forms	wage papers, applications, insurance, etc	Post-test 1/79		
3. To demonstrate knowledge of rights and responsibilities as an adult				
a. To identify and define the various community resources and agencies (Police, Fire, Medical, etc.)	reading pamphlets, field trips	Teacher-made test 1/79		
b. To describe voting and voting registration processes				

Toys, Toys, Toys

To assist in career education and career option awareness, especially for women, the Expanding Career Awareness of Pre-school and Elementary School Children Project in Logan, Utah was designed to expose students to a variety of sex-role-free career choices. This program aimed to significantly reduce certain aspects of sex-role stereotyping that limit aspirations, opportunities, and experiences for both sexes. Expanding children's career awareness, the project goal, was realized through the development of toy and game materials for use in career education, and through the observation of teacher influence and peer pressure to determine if exposure to toys influences teacher attitudes or the children's aspirations.

The Career Awareness Project subcontracted with the Public Action Coalition on Toys (PACT) to produce non-sexist toy materials for use in career education programs at designated grade levels. These include the materials described below.

- Generation Puzzles depicting jobs that may be characteristic of certain stages of one's development. These puzzles are suggested for use in pre-school classrooms.
- Jigsaw Puzzles showing men and women in non-traditional career roles, suggested for second and fourth grade classrooms.
- Board Puzzles picturing individuals in non-traditional career roles. These board puzzles are suggested for use in pre-school and second grade classrooms.
- Mix and Match Puzzles featuring individuals in non-traditional career roles, suggested for use in pre-school and second grade classrooms.

The toys and puzzles were used along with teaching units or modules that outlined activities that expanded the occupational awareness of pre-school, second grade, and fourth grade students.

The eight-week pre-school modular unit was developed to encourage curiosity about and interest in a variety of occupational roles. Two twenty-minute sessions per week were designed for groups of ten children who participated in hands-on and role playing experiences.

The nine-week second grade unit was developed to increase the students' awareness of work done at home and away from home by family members. The students were encouraged to explore these occupational career clusters:

- consumer economics and homemaking
- construction
- health occupations
- communication and media
- public service
- transportation

This module was divided into four different thirty-minute activities per week for groups of students equally represented by both sexes.

The six-week fourth grade modular unit was designed to encourage students to see adults of both sexes in multiple family, work, and relationship roles; to develop awareness of some of the sex-role stereotyping that exists in the media, literature, and occupational roles to gain some understanding of how females and males are stereotyped into certain roles, and the effects of this stereotyping on occupational choice and personal fulfillment.

The module design provided for five forty-five minute sessions per week for groups equally represented by male and female students.

The following activity is a sample of the worksheets designed for use by fourth grade students. It provides practice on information related to manufacturing occupations.

Manufacturing Match

Factory workers produce goods we use every day such as paper towels, cars and clothes. Use this chart, which describes the five levels of factory workers, to answer the questions following the chart.

Factory Occupational Levels	Job Descriptions	Education or Suggested Training
Technician	Puts engineer's designs into action -- may assist in development and designing of parts	High school plus two-year degree program at junior college or vocational school
Craftsperson	Makes the tools, molds, patterns and instruments needed in the production process	High school and apprenticeship (4-5 yrs.)
Skilled Worker	Makes, operates and assembles the machinery and equipment	Vocational or technical school; on-the-job training
Semi-skilled Worker	Runs the machines used in manufacturing; assembles parts	Brief on-the-job instruction
Unskilled Worker	Includes jobs requiring physical labor -- digging, sorting, mining	No special training

1. Sue wants to assist in the designing of airplanes. What will her occupational level be? ______________ What training will she need? ______________
2. Brad likes sewing his own clothes. He wants to be a sewing machine operator. What will his occupational level be? ______________ What training will he need? ______________
3. John likes to build model cars from diagrams. He would like to become a foundry pattern maker and make patterns following a blueprint. What level worker will he be? ______________ What training will he need? ______________
4. Linda wants to assist in developing better computers. What level worker will she be? ______________ What training will she need? ______________
5. Claire, an auto assembly-line worker, has a job attaching fenders to cars. What level worker is she? ______________
6. Buck is looking for a job loading and unloading trucks. What training will he need? ______________

Adapted from materials submitted by Utah State University, Logan, Utah.

Zero Balance Bias

"Mary is ___________," "John is ___________," an activity based upon language arts, grades 3-6, is just one of several used in the Cashmere, Washington School District's Rural Education Teacher Training Cadre. The program is designed to help educators and students recognize and reduce sex, race and ethnic bias in behavior and instructional materials. Although materials that were used in the teacher training program were developed for teachers, they were also suitable for use by students in the classroom. Here is an excerpt of some of those activities:

Consciousness-Raising with Materials You Have on Hand

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes, which students feel free of them.

2. Ask students to observe and analyze how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult expectations of "girlness" and "boyness."

3. Have students observe and analyze how teachers stereotype students; e.g., boys carry boxes and excel at math and athletics, while girls decorate bulletin boards and write neater papers.

4. Have students interview adults to see why they chose the jobs they work at; how many choices are based on sex-role convention? "Mary is ___________________" "John is ___________________"

Purposes: **A.** To make children aware of sexist attitudes.
B. To show how these attitudes are unconsciously expressed in language.
C. To compare these attitudes with reality.

Materials: None

Procedure: **A.** Each child copies the following three sentences.
1. Mary is a ________ girl. 2. John is a ________ boy. 3. People are __________.
B. Children fill in the blanks with their choice of adjectives — minimum of ten.
C. Discuss the choices together and reasons for certain words for either sex. Discuss whether these reasons reflect characteristics that fit all boys/girls they know.

Evaluation: Children self-evaluate when comparing these descriptive adjectives with boys/girls in their lives. This activity could be used alone or as an introductory lesson for a unit covering other examples of sexism in language such as sexist job descriptions (i.e., fireman, mailman, etc.) and the use of diminutives (poet, poetess, etc.).

Bias in Career Education Materials

Listed below are a number of quotations taken from career education materials. Some were selected from student materials, others from materials designed for teachers. Read each quotation and place an "X" next to any you find to be racially, ethnically or sex biased. Rewrite those that you have marked in order to eliminate the bias.

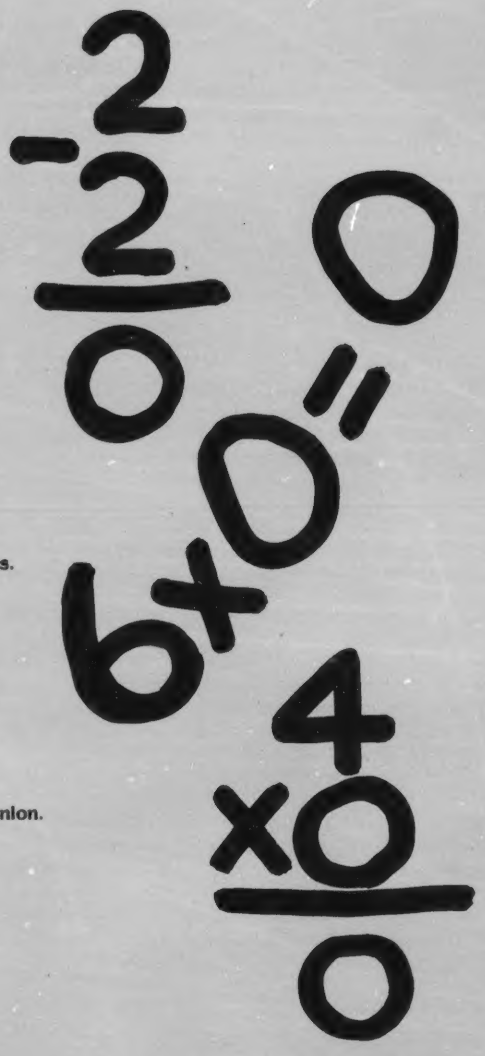
From Student Materials:

- Select an owner of a business and make pictures for the bulletin board of the people he must pay and materials he must purchase. (Use a dairy, the telephone company, a local factory.)
- A sheet metal worker will probably belong to a union if he is employed by a company; if self-employed, he will probably be non-union.
- One secretary speaks of her job in this way: "I'm so much a part of that office that my boss just accepts me and the way I look, the way he does the furniture and the equipment."
- Most stewardesses resign upon getting married. Previously this was a requirement on most airlines. Recent laws have changed this, however, and girls may not be forced to resign after marriage. In general, however, continued flying beyond a few years is not usually conducive to a happy married life.

From Teacher Materials:

- Invite the lunchroom manager to visit the class and explain her interest in the children's health.
- Have children draw or paint a picture of mother's or father's work.

Adapted from materials submitted by Cashmere School District, Cashmere, Washington.



Inner Visions

Do students know themselves well? Can they give an employer the information needed to determine whether they will get the job?

Participants in Community School District #10, Bronx, New York, sought to aid students in moving from knowledge of themselves to knowledge of their needs. Completion of the activities enabled students to develop a greater awareness of their individual strengths and weaknesses.

There are identifiable attitudes and behaviors that can help one obtain and be successful on a job. To support this career development concept, the following language arts activity encouraged a study of self to answer the question, "What do I know about myself?"

A. Student responses to the following questions were discussed:

1. Do I make a neat, clean appearance?
2. Am I sensitive about my physical appearance?
3. Does the world owe me a living?
4. Do I know about available jobs in the metropolitan area?
5. Do I tell the truth?
6. Am I aware of salaries for different jobs?
7. Do I arrive at school on time?
8. Am I absent from school often?
9. Am I aware of required training for various jobs?
10. Do I want to do things my way?
11. Am I willing to "work my way up?"
12. Can I work on my own?
13. Can I get along with others?
14. Am I reliable?

B. The students were asked if anyone thought that they could get a job without changing anything about themselves.

C. The group discussed the areas in which students may want to change.

D. Further discussion involved student impressions of what an employer looks for in an employee.

E. An out-of-school activity involved students in listing the changes they needed to make to improve their chances of employment.

Another activity focused on the kind of information one needs to know about himself/herself in order to write a resumé.

A. The following information was elicited from students:

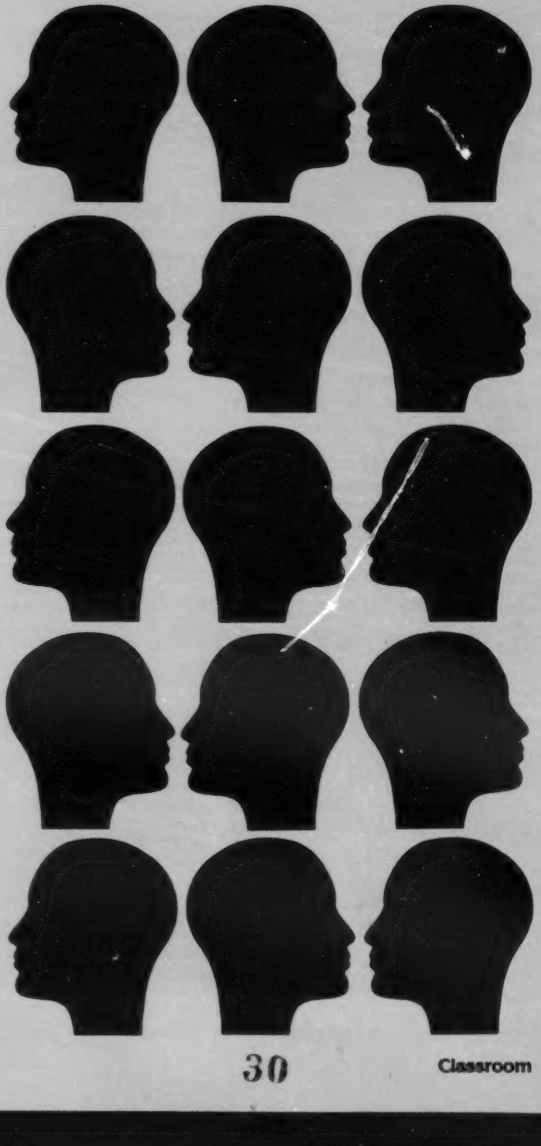
1. What can I do?
2. What have I done?
3. What do I know?
4. What kind of job would I like?

B. Students discussed ways to provide this information to an employer (work history, education, personal characteristics, resources).

1. What would be included under work history? (All part-time and full-time jobs, skills and talents required, length of employment, reason for leaving, references.)
2. What would be included after education? (Schools attended and dates, courses taken, favorite subjects, extracurricular activities, honors.)
3. What would I include under personal characteristics? (Name, address, height, weight, physical capacities, appearance and personal grooming, social conduct, and attitudes.)
4. What is included under resources? (Business associates, school friends and instructors, employment agencies, professional organizations, trade directories.)

C. As an out-of-school assignment, students were asked to list their assets under the following headings:

Work History Education Personal Characteristics Resources



Adapted from Project Lattice Sample Career Education Lessons, Bronx, New York.

Ups and Downs

"While some jobs are routine and one workday seems the same as the next, other jobs are full of surprises, both good and bad. Take, for example, the high school coach. On the surface, you might think the job is glamorous, rewarding and always enjoyable. But look closer . . . for every up, there's a down. And sometimes there are more downs than ups. Then add personal problems and pleasures, and you never know what to expect. But remember, when it seems that things aren't going your way, creative problem solving can often (but not always) tip the scale in your favor."

The game, "Ups and Downs," developed by the Girl Scouts of the U.S.A., New York, New York, is designed to help young people focus upon their own behaviors and attitudes to obtain and be successful on a job.

Materials needed for this activity are:

1. large sheet(s) of oaktag 2. crayons 3. a die
4. a small object for each player to use on the game board

Directions for playing the game:

Cut out slips of paper to use as chance cards and write the following items (and any other desired) on them.

You just won $5,000 in a contest/Advance 2 spaces

End-of-year teaching evaluation is excellent/ Advance 3 spaces

You miss 2 days at work due to illness/Back 2 spaces

Two weeks vacation/Advance 2 spaces

Your baby-sitter found another job/Back 4 spaces

Your article is published in a sports journal/ Advance 5 spaces

Pay raise/Advance 3 spaces

Baby has a cold – you can't take him/her to the baby-sitter/Back 3 spaces

Earned your master's degree/Advance 2 spaces

Car doesn't start on your way to work/Back 2 spaces

Argument with your husband/wife – it's on your mind/ Back 2 spaces

Your dog ran away and it's time to go to work Back 1 space

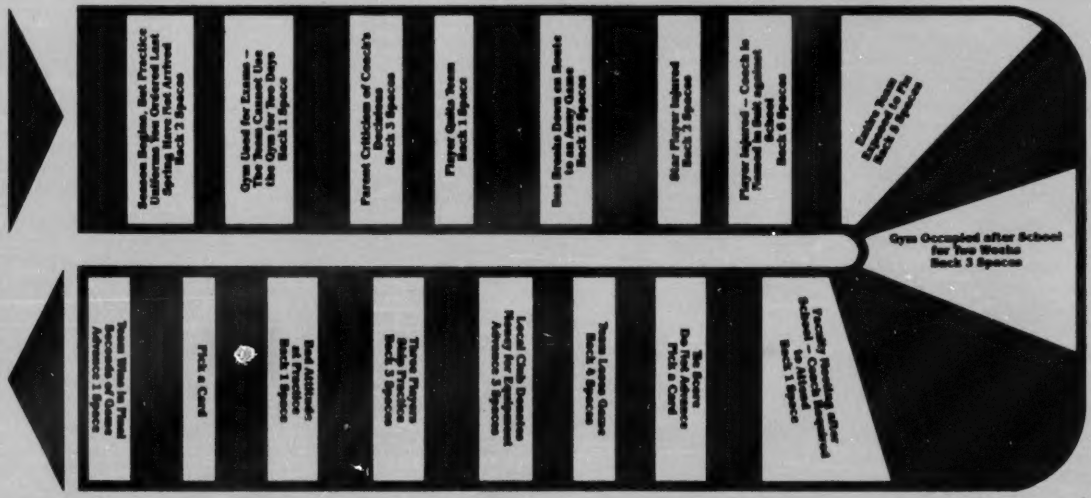
Place the cards in the center of the game board. Each player rolls the die. The highest number is first, second highest next, and so forth. (Up to 5 people can play this game comfortably.) One player at a time rolls the die and moves the marker the indicated number of spaces. The box on which a player lands or the chance card chosen instructs the player further. If a player lands on a square indicating a positive situation, she/he proceeds forward to another square as the box or chance card directs and stops there until her/his next turn. However, if a player lands on a square indicating a negative situation where she/he is instructed to move backward, the player has the option of creating a solution to the problem. The players discuss the solution and decide whether the solution is workable. If so, the player remains on the square; if not, the player goes backwards as directed by the box and chance card and stops there. On the player's next turn, the die is rolled again. The first player to pass the finish line is the winner.

After the game, these questions are considered:

- Do you feel you could cope with the frustrations on this job?
- How would the ups and, especially, the downs affect your personal life?
- How would your personal problems and pleasures affect your job?
- Are there enough rewards in this job for you?
- How creatively did each player solve problem situations?
- In which situations did players feel they had no control over the circumstances and no solution resolved the problem?

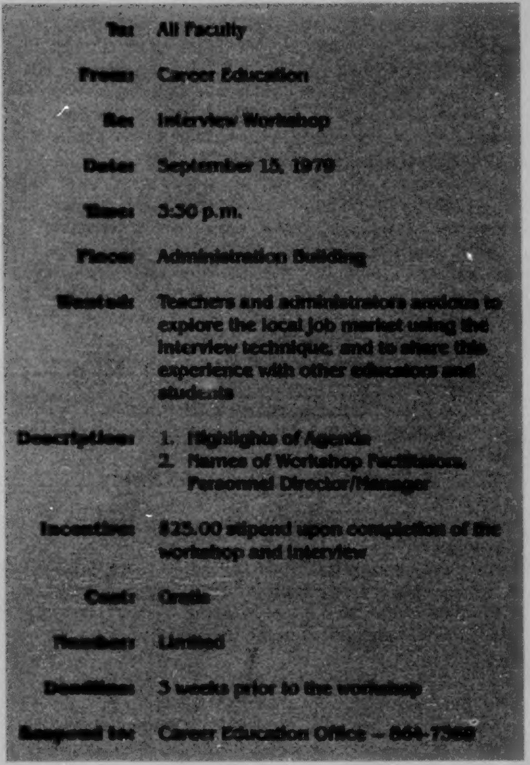
Suggestions:

- Create some new chance cards and add them to the pile.
- Design game boards of your own for other careers. To gather enough information for your game board, you might need guidance from a professional in the field. Track him/her down in your community. Working together, you can design an imaginative game and at the same time learn some first-hand career information.


Season Begins, But Practice Uniforms You Ordered Last Spring Have Not Arrived Back 2 Spaces
Gym Used for Exams – The Team Cannot Use the Gym for Two Days Back 1 Space
Parent Criticism of Coach's Decisions Back 3 Spaces
Player Quits Team Back 1 Space
Bus Breaks Down on Route to an Away Game Back 2 Spaces
Star Player Injured Back 2 Spaces
Player Injured – Coach is Named in Suit against School Back 6 Spaces
Gym Occupied after School for Two Weeks Back 3 Spaces
Faculty Meeting after School – Coach Required to Attend Back 1 Space
Tie Score Do Not Advance Pick a Card
Team Loses Game Back 4 Spaces
Local Club Donates Money for Equipment Advance 3 Spaces
Three Players Skip Practice Back 3 Spaces
Bad Attitude at Practice Back 1 Space
Pick a Card
Team Wins in Final Seconds of Game Advance 1 Space

Taken from "From Dreams to Reality, Adventures in Careers," reprint, New York, New York.

Your Attention, Please



To: All Faculty

From: Career Education

Re: Interview Workshop

Date: September 15, 1979

Time: 3:30 p.m.

Place: Administration Building

Wanted: Teachers and administrators anxious to explore the local job market using the interview technique, and to share this experience with other educators and students

Description:
1. Highlights of Agenda
2. Names of Workshop Facilitators, Personnel Director/Manager

Incentive: $25.00 stipend upon completion of the workshop and interview

Cost: Gratis

Number: Limited

Deadline: 3 weeks prior to the workshop

Respond to: Career Education Office — 864-7369

The above flyer is a reasonable facsimile of one issued by the South Burlington School District, South Burlington, Vermont, to familiarize teachers with interviewing techniques so that they, in turn, might communicate the same to their students and other teachers at all levels as they relate to the curriculum.

Overall benefits of the interviews enabled teachers to:

- become familiar with job location, nature of the work, duties, responsibilities, training, necessary skills, educational background, and attitudes about work,
- identify men and women in occupations that are not traditional for their sex and that are representative of the wider career options now available to both young persons and adults,
- obtain a series of audio tapes or written interviews for students' use and/or dissemination,
- support the position that school curricula are related to career preparation and that knowledge and skills acquired in school are used in the world of work,
- have access to information to provide career-oriented discussions, and experiences in the classroom, in addition to developing positive attitudes toward specific job areas.

Other materials used by the teachers in their workshops that might also be used by students consisted of a set of sample occupational information interview questions. Here are those questions:

Name ____________________
Date ____________________

Sample Occupational Information Interview Questions

Worker Title ______________________________

1. Why did you decide on your occupation?
2. Where did you learn about your occupation?
3. What things did you learn in school that helped you in this occupation?
4. Is there anything you wish you had studied more about in school?
5. What type of people do you work with everyday?
6. What type of special training, if any, do you need for your occupation?
7. What special equipment or tools do you use?
8. How many hours do you work each day?
9. What parts of your career are related to your hobbies and leisure time?
10. Do you have a boss, do you work alone, with a team, with a partner?
11. What skills are most important to have to be able to get along with others?
12. Is your job ever dangerous?
13. How long have you worked at your job?
14. Would you be required to move often? If so, what problems does that bring?
15. Can both men and women work in your job? What are current and future chances of employment?
16. Does your job provide benefits (sick days, vacations)?
17. Do you have to be a certain age to do your job?
18. If you work overtime, do you get paid extra?
19. What personal qualities might a person need to do the job?
20. If I wanted to choose an occupation similar to yours what advice would you give me?

Remember, these are sample questions. If some do not apply to the occupation you are observing, don't ask them. If there are other questions you would like to ask, please do so.

Adapted from materials submitted by South Burlington School District, South Burlington, Vermont.

You Asked for It – You've Got It!

The Urban League of Greater New Orleans, Inc. in Louisiana, makes certain that students are equipped to enter the world of work. It provides them with skills that increase their proficiency in seeking and keeping jobs. Two of the areas that the Urban League deals with specifically are:
(1) preparation of students for job interviews and (2) acquisition of knowledge relating to filling out applications for employment. Role playing, films, workbooks and group guidance sessions are aids used to help develop these skills.

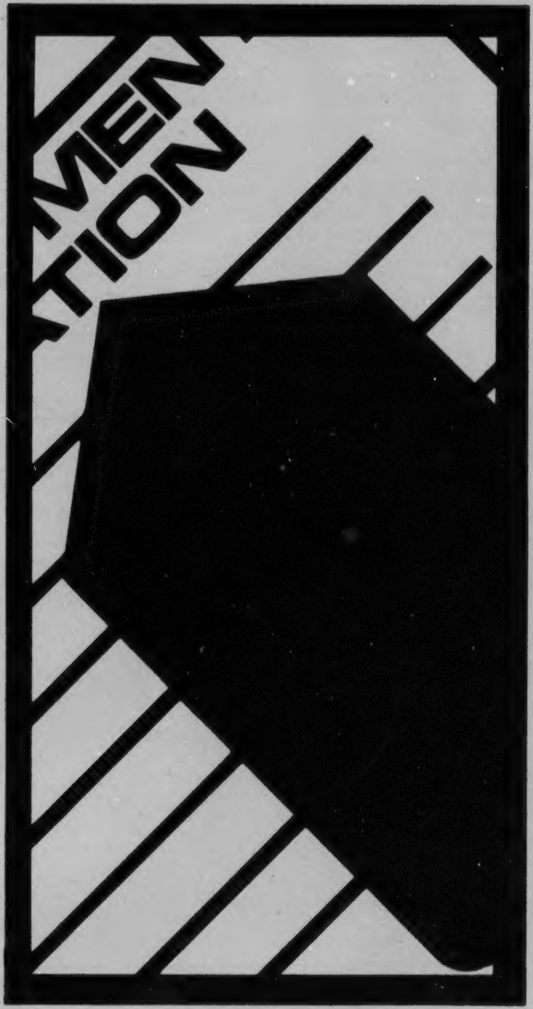
Not only does the Urban League Inc. provide its students with tips to help them be more effective during the interview, it also provides them with possible lists of questions that a prospective employer might ask. Examples are listed below:

Tips for Students Being Interviewed

1. Know yourself
2. Know something about the firm
3. Check your personal appearance
4. Go to the interview alone
5. Arrive early
6. Be alert during the interview
7. Think before answering
8. Bring a fact sheet
9. Don't argue
10. Leave your troubles at home

What an Interviewer Might Ask

1. What job (position) are you applying for? What is your job preference?
2. Do you have any experience in this type of work? What other jobs did you have that are similar to the work you are applying for?
3. Describe the work you did on your last job.
4. Why did you leave your last job?
5. What did you think of your former employers? Supervisors? May we contact your present employer?
6. Are you looking for permanent or temporary employment?
7. What hours are you available for work? Can you work a split shift?
8. What tools or equipment can you use? Do you own any of these tools?
9. Why did you apply for a job with this company? What do you know about this company?
10. What have you learned from some of the jobs you have held?
11. What training have you had that could help you in the job you are applying for?
12. Why did you drop out of school? What classes have you had since you have been out of regular public school?
13. Have you had any special courses or training?
14. You know what the job pays; will you be satisfied with this pay?
15. Can you take instructions without feeling upset?
16. Do you have any large debts?
17. Do you own your own home?
18. How many times have you moved in the last ten years? Five years?
19. Have you ever had any serious illness or injury?
20. Do you drive? Have a car? A driver's license?



Adapted from Career Awareness Education Program, Interview Clinic Materials, New Orleans, Louisiana.

Doors to Awareness

Stockholders! Boards of Directors! Corporations!

These are only a few of the words and phrases that have taken on real meaning for Harlem High School Students in the Columbia County System, located in Appling, Georgia, because they put aside their textbooks and went into the manufacturing and service business during their study of the American economic system.

In an effort to expose students to a greater awareness of various careers in business, as well as to provide them with invaluable experience in selling, finances, and manufacturing, this first-hand experience relating to economics was instituted.

The students sold stock in their companies, and manufactured products for sale. Four separate corporations were in operation: Spirit Unlimited manufactured spirit buttons; Harlem Spirit Company made pompoms; the Key Keeper Company produced key chains; and Photo Friends Company took pictures around campus to sell. Approximately 120 students were involved in these companies.

In addition to organizing themselves into a company that had selling, purchasing, manufacturing, and advertising divisions, the students also had to report to a board of directors elected by the stockholders of the corporations.

After the companies sold their products, they dissolved and settled their accounts. They determined their expenses, paid their bills, figured their profits to their stockholders in the form of dividends.

"Body Pictures" of first-grade students of Martinez Elementary School, also in the Columbia County System and located in Appling, Georgia, may be seen on many walls throughout their school. In addition to the development of skills such as art, writing, measuring, etc., through "body pictures," students also developed a sense of identity and individuality and became more aware that basic physical traits vary from person to person and that these differences help to make each person a unique individual.

Taken from "The Newsletter" and other materials from the Columbia County Schools, Appling, Georgia.

Body Pictures

1. Each child is traced from head to toe on newsprint.

2. Each child dresses himself/herself to resemble himself/herself.

3. Each child draws on his/her own hair and facial features.

4. Physical traits are examined by the class. Eye and hair color are plotted on a graph.

5. Each child is weighed and measured. This information is placed on a lunch box that has been made by each child.

To further greater understanding and acceptance of self and others, footprints are also made in conjunction with this activity.

Another unit developed for and used by sixth-grade students in Appling, Georgia (Columbia County School System) infused the development of basic life skills and career awareness with social studies and language arts through the activity shown below:

Activity

1. Prepare a three-dimensional bulletin board with a door that opens. On the door print the words "Employment Agency" and the hours that applications will be taken.

2. Behind the door place a list of classroom jobs along with descriptions and requirements for each.

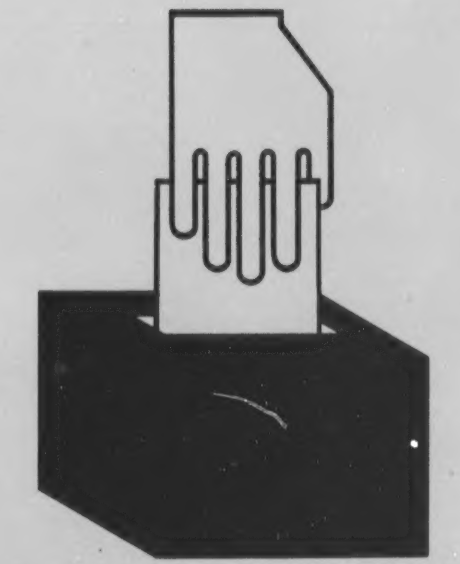
3. Place application forms in a box on a table near the bulletin board. A second box should be available for completed forms.

4. Students who wish to apply for a particular job are to complete an application form and place it in the appropriate box.

5. Applications are to be reviewed by teacher and appointments arranged for interviews. (Interviews are to be brief – no more than 5 minutes.)

6. Jobs should be assigned on the basis of application and interview.

7. When job is completed or the designated amount of time is up, award the student/worker with some token.



Try It, You'll Like It

It's convention time at the Royal Palace, and you're on the hotel staff.

Pollution is rampant in Milltown and you work for the Department of Environmental Health and Protection.

A controversial highway is coming through Cedar City and you're a local government worker.

Do these sound like challenging occupational situations? They do to ninth grade students who are dealing with such challenges by participating in Career Exploration Simulations, part of a career education program developed by the Alliance for Career and Vocational Education. The Alliance is a consortium of school districts across the country and the National Center for Research in Vocational Education at The Ohio State University in Columbus.

Career Exploration Simulations provide students with the opportunity to experience demanding work situations through the use of worksheets, filmstrips, tape recordings, and student booklets. Carefully selected and arranged "work problems," each requiring fifteen hours of instructional time for completion, are solved by groups of students as they perform work functions. Either part or all of the students in a classroom may be involved in the simulation activity. Some simulations tested in this project are discussed below. The first three simulations have two English versions, the Revised Edition for use in regular mainstreamed classrooms, and the Resource Edition for use in classrooms composed of special needs students. There is also a Spanish version of each of these simulations.

1 – Shirttails 2 – Convention 3 – Wiawala Lake Community 4 – Ills of Milltown 5 – Trouble in Cedar City

Shirttails, a simulation of the operation of independent retail stores, represents the occupational cluster of Trade and Finance and infuses the subject areas of mathematics, business, and social studies. Occupational roles highlighted in this simulation were:

Salesclerk, Clothing Buyer, Financial Controller, Store Operations Manager.

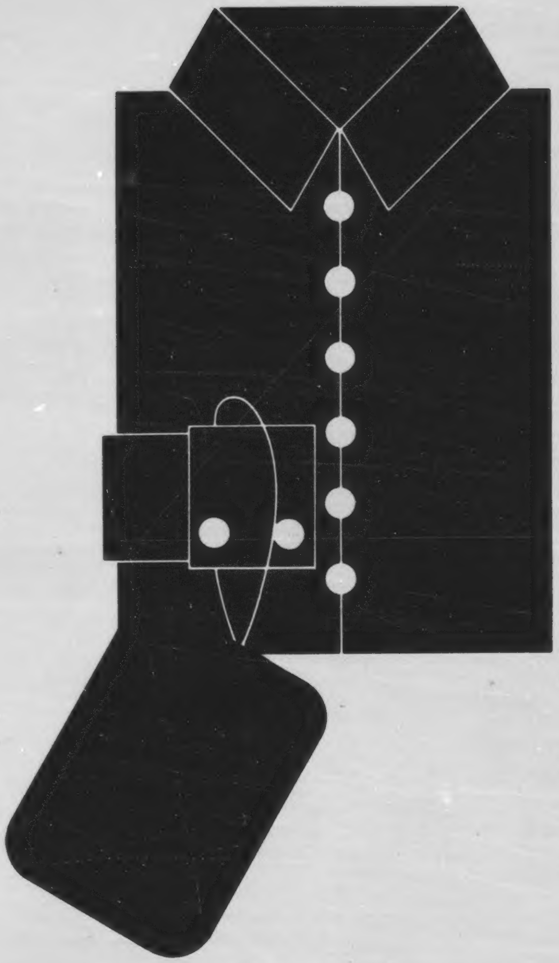
Students who simulated the role of salesclerk received the following orientation to selling:

Facts about Salesclerks:

1. Good salesclerks are friendly.
2. Good salesclerks like talking to people.
3. Good salesclerks work well with numbers.
4. Good salesclerks are neat and clean.
5. Good salesclerks know their merchandise well.

Steps in Retail Selling:

A. Beginning of the sale
  1. Three steps to get ready for a sale
    a. make sure the store is clean and neat
    b. make sure personal appearance is neat and clean
    c. be familiar with the store merchandise
  2. Greeting the customer: Examples:
    a. friendly greetings such as, "Good morning" or "Hello, how are you?"
    b. service greeting such as, "May I help you?"
    c. merchandise greeting, such as, "Hello, are you interested in buying a pair of jeans?"
  3. Find out what the customers want by:
    a. listening to requests
    b. asking what they want
    c. watching their actions
B. Middle of the sale
  1. show how merchandise is used
  2. let customers feel and try it out
  3. tell good things about merchandise
  4. answer questions about merchandise
C. End of the sale
  1. suggest additional items
  2. fill out sales slip with required information



Adapted from materials submitted by The Ohio State University, Columbus, Ohio.

In Ills of Milltown students simulated environmental health occupations in the Milltown Department of Environmental Health and Protection. Recommended subject areas for implementation of this simulation are physical science, biological science, and social studies. The occupational roles were:

Air Pollution Technicians, Water Pollution Technicians, Soil Pollution Technicians, Noise Pollution Technicans.

Suggested activities for the air pollution technician:

1. Find out about how air quality is measured and keep air quality records for your city.
2. Study air pollution samples under a microscope.
3. Determine what types of industries in your city produce what types of waste and what, if any, air pollution controls they employ.

Suggested activities for water pollution technician:

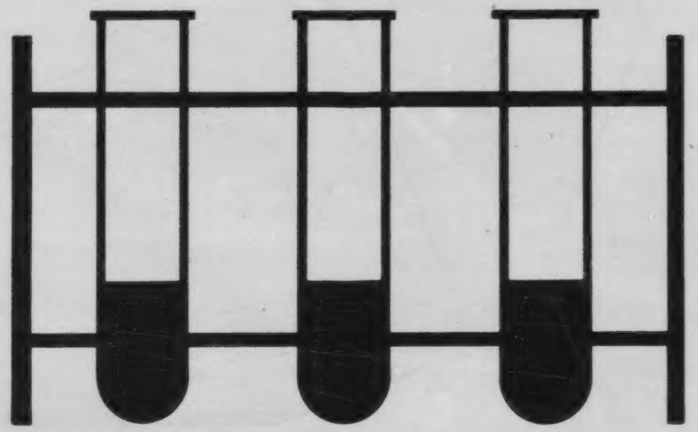
1. Learn about water purification processes at local waterworks.
2. Identify biggest contributors to water pollution in your city and the types of pollutants these contributors dump into the waterways.
3. Research kinds of bacteria, viruses, and parasites carried in water and the diseases that they cause.

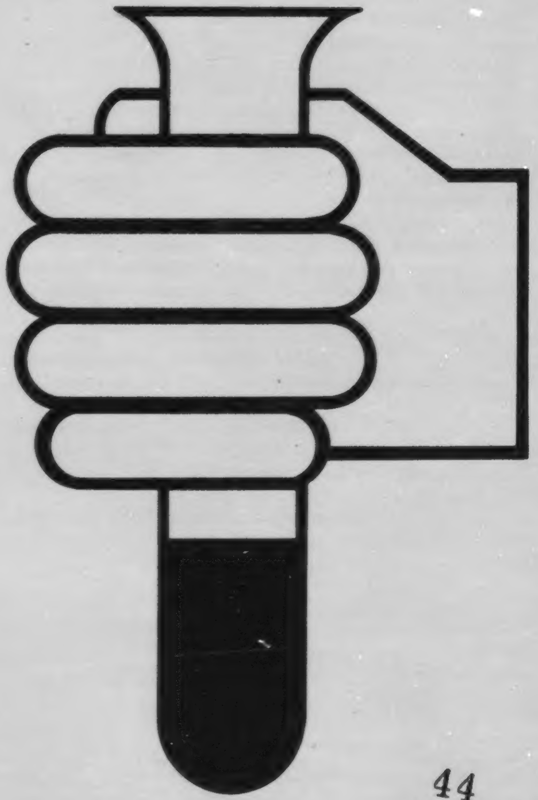
Suggested activities for soil pollution technician:

1. Raise fast-germinating plants in soil treated with different types of chemicals (salts, acids, etc.) to determine their effects on plant growth.
2. Collect and test soil samples from different locations.
3. Study soil formation and geological development of local land. The U.S. Geological Survey is a good source of information.

Suggested activities for the noise pollution technician:

1. Research the Concorde and SST controversies.
2. Research and use different types of sound measuring equipment such as noise meters, oscilloscopes, etc.
3. Interview engineers and designers to research what practices are followed for noise abatement by local airports, highway construction, etc.





Preparing for Processing

Grafton Public Schools, Grafton, Wisconsin, are participating in the Wisconsin Department of Public Instruction's program to implement local plans for career education. They devised a group of activities for students of all ages that focused on five long-range goals:

Goal I: Individuals will develop an understanding and acceptance of self in relation to others and the environment.

Goal II: Individuals will develop an understanding of the world of work and its relationship to the school environment.

Goal III: Individuals will develop career decision-making and planning skills based on an understanding of themselves and the world of work.

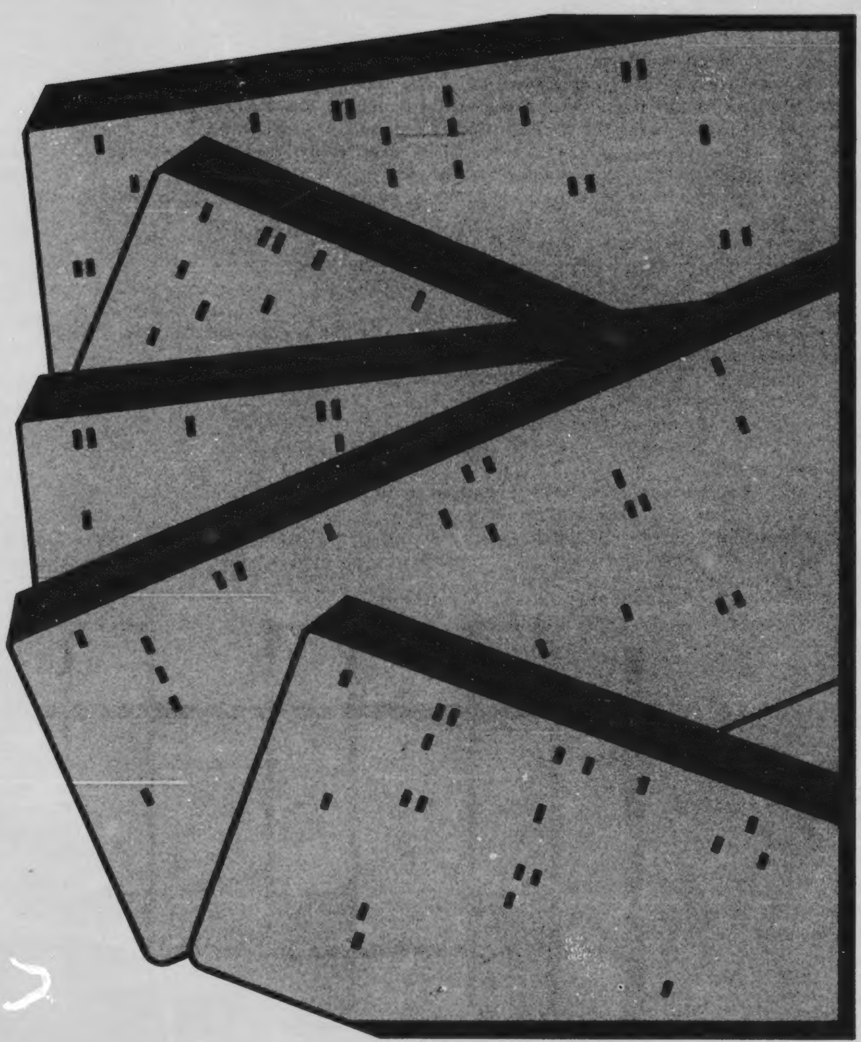
Goal IV: Individuals will have opportunities to prepare for investigating and obtaining successful placement and progress in appropriate employment, further education or other post-secondary options of their choice.

Goal V: Individuals will have opportunities to participate in career education experiences, in school and/or community settings, regardless of age, sex, ethnic background, or disadvantaged, handicapped or gifted status.

Curriculum infusion was achieved in all of the activities because each subject area was integrated with the preparation of students for entering the world of work.

To provide impetus for students to achieve Goal III, personnel from the Manpower Business Training Institute participated as speakers.

Here are the activities and objectives that were used to implement Goals III, IV and V.



Adapted from "Grafton Public Schools Career Education Plan K-12," Grafton, Wisconsin.

Goal	Objectives	Activities
III. Individuals will develop career decision-making and planning skills based on an understanding of themselves and the world of work.	The student will be able to: Describe the steps in which [illegible] skills needed for work. [illegible] career planning.	[illegible]
IV. Individuals will have opportunities to prepare for investigating and obtaining educational placement and progress in appropriate employment, further education or other post-secondary options of their choice.	The student will be able to: Describe the quality of education [illegible] necessary to [illegible] Identify [illegible]	[illegible]
V. Individuals will have opportunities to participate in career education experiences, in school and/or community settings, regardless of age, sex, ethnic background, or disadvantaged, handicapped or gifted status.	The student will be able to: Identify manipulative abilities that are used in work. Identify tools required for trade in [illegible] commerce.	[illegible]

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A Game's the Thing

When middle school students study equations that relate to operating a business they have a remarkably good time. The secret to this kind of reception? Games! "Which One Would You Hire?" is a game that causes excitement during a unit on "How the Owner-Manager of a Dry Cleaning Shop Uses Equations to Plan for an Increase in Cash Flow."

The National Center for Career Education's Mini-Library in Missoula, Montana provides this unit for classroom use upon request. It emphasizes the careers of an advertising manager, an accountant, and an owner-manager of a dry cleaning shop who are working together as a team. Students participating in the unit use equations to compute an actual and an estimated cash flow and apply formulas to determine how the cash flow might be increased.

Here is the way the game related to this unit is played:

Game: Which One Would You Hire?

This game is similar to the "Dating Game" on TV, except that students are to choose the best qualified of three "employees" whom they will hear but will not see.

Steps:

a. Obtain three volunteers to apply for the job of manager of a bakery, restaurant, or some other small business. They will have to assume that they are 10 years older than they are now and have had some work experience in one or two positions.

b. Have each volunteer visit the business or read about it, obtaining such information as:

(1) duties and responsibilities	(3) training required
(2) qualifications	(4) hours of work

c. When they are ready, use a screen to hide the three students from the class.

d. Have one student take the role of interviewer.

e. The interviewer should direct questions to applicants 1, 2, and 3, such as:
   (1) What did you study in school?
   (2) What is your age?
   (3) What are your qualifications for this job?
   (4) What work experience have you had?
   (5) Do you have references?
   (6) What do you think the duties of this job are?
   (7) Do you like to work with people?
   (8) Do you think customers will want to do business with you? Why?
   (9) Do you think you can encourage and inspire employees to do a good job?

   As the "applicants" answer these questions, it may be necessary for them to disguise their voices.

f. Allow 5-8 minutes for the entire interview.

g. Have the interviewer select the best qualified applicant.

h. Have the class discuss the effectiveness of the interview and the final choice.

Will the real person please stand up?

Adapted from "An Introduction to the National Center for Career Education Mini-Library for Junior Grades 7-9," Missoula, Montana.

A Holiday Factory

The name Project PEOPLE, the career education program in the Bowling Green, Kentucky City School System, is derived from an acronym for *P*ersonal *E*nhancement of *O*ccupational *P*reparation through *L*ife-centered *E*ducation.

The success of Project PEOPLE is based on infusion of the career development curriculum with the academic curriculum. Increased relevancy to subject matter is achieved as students assist in planning their work when using traditional materials to relate experiences to the working world.

One example of career education infusion in art, mathematics, and personal interaction involved students who completed a unit on manufacturing:

> Because the unit culminated just before the Christmas holiday season, a timely art activity resulted in holiday place mats made from Christmas cards. An assembly line was set up; each student had a responsibility in the production of the place mats.
>
> Preliminary activities involved the students in practicing the mathematics skills of measuring, figuring the cost of materials used, and determining a price for which the mats should be sold in order to make a profit.
>
> Remedial reading students got "in the photography act" when they were invited to come to the "manufacturing center" to take pictures of the students in action.
>
> The students used language arts and art skills to make posters advertising their place mats.
>
> When the place mats were finished, they were sold at a display that was set up at the pre-holiday meeting of the Parent-Teacher Organization.

Adapted from: "Career Education Review," Bowling Green, Kentucky City Schools, Bowling Green, Kentucky.

Jacks and Jills of All Trades

Eighth grade students in Hazard, Kentucky built a house! It's true!

These students studied a six-week-long career education unit, "Career Opportunities in Construction," to implement the career development concept that education and work are often interrelated. They worked through three phases of "getting the job done."

During the first two-week period the students learned about:

- cost computation
- various construction methods
- components of a house
- relevant vocabulary

During the next phase the students moved into specific committees such as:

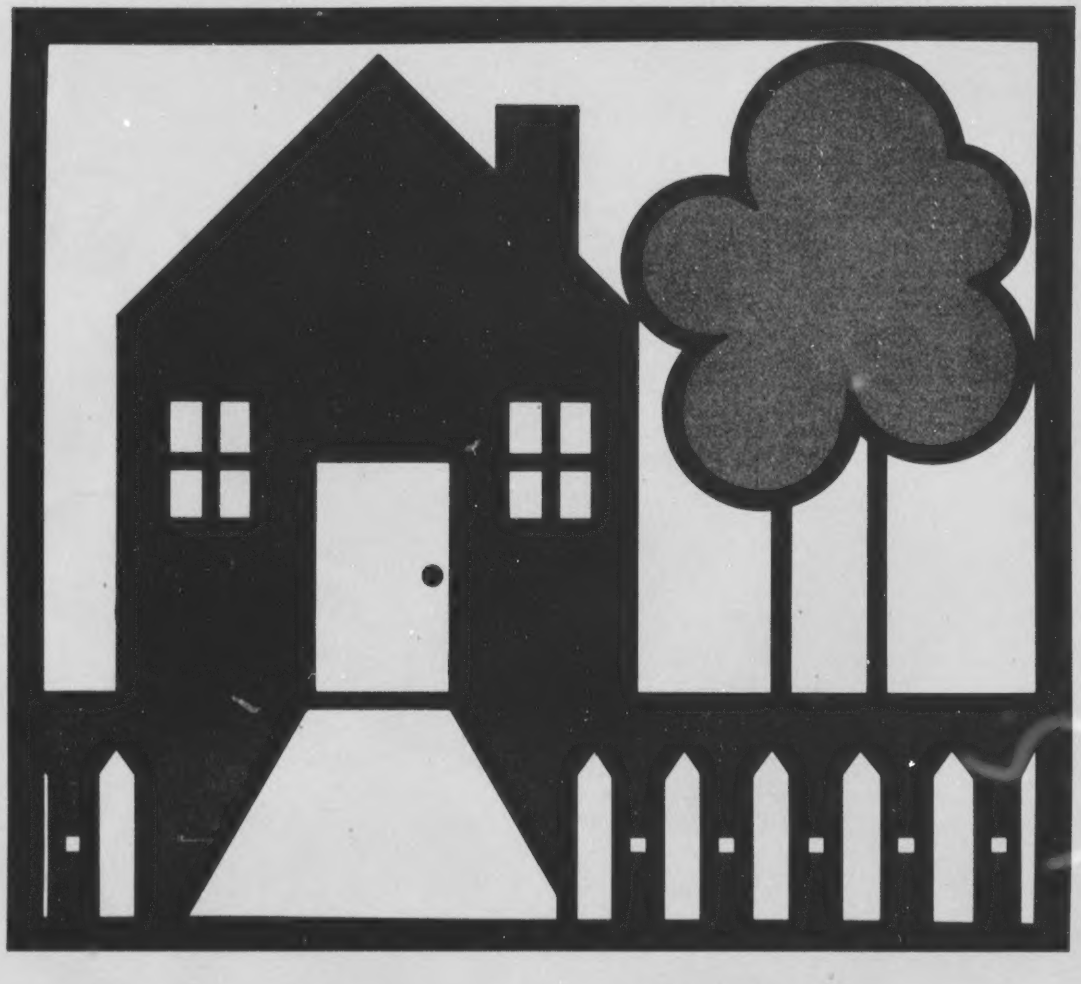
- sub-floor
- stud wall
- roofing

As members of a committee, students were responsible for their specific areas of the house. Members of each committee could either observe the work of another committee, or "get in on the act."

The house:

- 4′ x 4′ square
- ceiling height of 3′
- foundation of 8″ concrete blocks on 16″ wide solid concrete footer
- 2′ x 4′s for wood members
- ½″ plywood for sub-flooring and roof sheathing
- exterior covered by weather boarding and ½″ primed siding
- interior paneling
- shingle roof

At the end of the unit, the house was disassembled with great care, so that most of the reuseable parts could be salvaged for future projects.

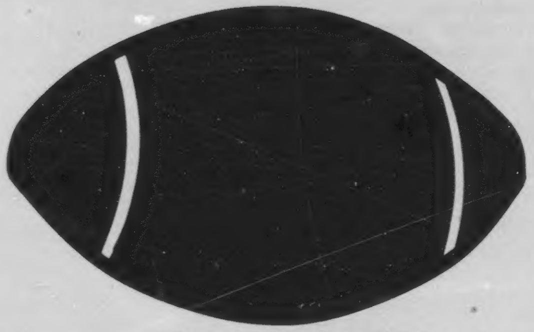


Adapted from "The Communicator," Spring, 1979, Kentucky Valley Educational Cooperative, Hazard, Kentucky.

That's Sportin' Life

Infusing career education into physical education does not require major curricular changes. Student's understanding of the relationship between physical education and the world of work can be developed through career-related concepts. To further these goals, the American Alliance of Health, Physical Education, and Recreation, in Washington, D.C., has collaborated with the National Association for Girls and Women in Sports and the National Association for Sports and Physical Education. These organizations have cooperated to direct Project ACE, the Alliance for Career Education. This project is designed to provide ideas for the infusion of elementary and secondary physical education and career development. Most importantly, teachers contributed to Project ACE any ideas for activities in physical education and sports that were already being used in class.

To promote the philosophy that different kinds of movement are required to perform different jobs, the following learning activities were shared:



- Have students identify jobs they performed at home and at school. List them on the chalkboard or post on the bulletin board. "Jobs We Do" might include:

doing homework	caring for pets
cleaning chalkboard	doing yard work
washing dishes	delivering newspapers
emptying trash	

- Have students identify and discuss kinds of movements required by each job. For example:

emptying trash – lifting and carrying
cleaning chalkboard – pushing and pulling
washing dishes – standing

To promote student awareness of career options in physical education, these learning ideas were suggested:

- Have students identify jobs in particular sports. For example, in basketball some jobs would include coaches, timers, media personnel and referees.
- Encourage each student to choose one of the physical education jobs that interests him or her and conduct research, including an interview with a person in that job.
- Provide students the opportunity to perform the selected role in class. For example, a sporting event in the class could be organized and executed with the students acting as officials, coaches, publicity agents, team managers, journalists, scorers, etc.

Careers in Physical Education and Related Areas

Athletics
Coach
Team Manager
Athlete
Statistician
Scout
Athletic Director
Official
Equipment Supervisor
Sports Information Director/Promoter

Education/Instruction
Physical Education Teacher
Sport Instructor (skiing, sailing, etc.)
Life Guard/WSI
Researcher (physiology, etc.)

Sports Medicine
Cardiac Rehabilitation Specialist
Athletic Trainer/Assistant
Physical Therapist/Asst./Aide
Corrective Therapist

Dance
Choreographer
Teacher
Dancer
Dance Therapist
Dance Critic
Movement Notator
Company/Artistic Director

Recreation
Recreation Leader
Camp Director/Counselor
Park Manager/Ranger/Asst.
Therapeutic Recreation Tech./Aide
Occupational Therapist/Aide

Commercial
Industrial Fitness Program Director
Commercial Fitness (health spas)
Sports Store Manager/Salesperson
Hunting Guide
Golf Caddy
Horse Trainer
Sports Facility Designer
Equipment Designer/Manufacturer
Club Manager
Groundskeeper
Fishing Boat Captain
Deep Sea Diver
Athletic Facility Attendant
Ski Lift Operator
Bowling Machine Mechanic
Amusement Center Operator
Tour Guide/Director

Sports Journalism
Announcer/Commentator
Writer
Photographer
Cartoonist

Adapted from materials submitted by the American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Wanted: Workers

"Quality Education through Cooperation." That's the theme in Norwalk, Connecticut, where the Cooperative Educational Services (CES) established the Community Career Education Project.

To encourage students to become familiar with a wide variety of occupational roles and requirements, the following language arts activity was implemented by using the classified advertising section of the local newspaper:

Activity I

(1 hour, 12 students, ages 16-18)

Purpose: to give the student an opportunity to view job acquisition from the employee's perspective.
Materials: pencils, paper, classified ads, vocabulary list of relevant terms.
Procedure: 1) discuss the ads and what is involved in writing an ad.
2) invite classroom speaker from the classified ads department of the local newspaper to inform the students about the purpose and use of classified advertising.

Activity II

(1 hour, 12 students, ages 16-18)

Purpose: to encourage the use of acquired information to write a classified ad.
Materials: paper, pencils.
Procedure: 1) review relevant information from a previous day's activities.
2) encourage the writing of original classified ads.

Activity III

(1 hour, 12 students, ages 16-18)

Purpose: to provide experience in responding to classified advertising by telephone.
Materials: students' original ad, six telephones supplied by the telephone company.
Procedure: 1) outline steps involved in responding to an ad.
   a. preparing to make the call
   b. beginning the call
   c. getting job information
   d. setting up an interview
2) divide students into groups of four, each group with two telephones.
3) in each group, have two students exchange original classified ads and role play caller and employer while the students critique the phone calls. (Have the "caller" and "employer" sit back-to-back to discourage the use of facial expressions.)
4) after all students have had a chance to try each role, discuss student impressions of the role of employer and worker seeking employment.
5) as an added challenge, encourage students to respond to an actual newspaper ad by telephone. This should be done only after student feels ready to do so. If a student does not feel ready, the student should refer to the practice exercises.

Adapted from materials submitted by the Cooperative Educational Services, Norwalk, Connecticut.

Not Greek to Them

Teachers in the St. Louis, Missouri Public Schools are provided with a variety of instructional materials to foster career education curriculum infusion.

A portion of the communication skills lesson was designed to combine several activities at the same time, while fostering the concept that there is a wide variety of occupations.

From the Greek words we have derived many of the common English words used today. Teachers ask secondary students to use this chart in the following ways:

1) Examine the correlation between the Greek root word and the commonly used English word.

2) Examine the derivative given and its relationship to Greek root words.

3) Ask students to use a dictionary to find one or more derivation for each word.

4) In the last column, ask students to indicate in what career the derivative words are commonly used. (Examples are indicated).

5) To carry the lesson further, ask students to investigate one of the careers mentioned.

Greek Word	English Word	Derivative	Career Field
anima	breath, life	animation	cartoonist
audi	to hear	audible	
auto	self	autograph	
bios	life	biology	
ced, ces	to go, to yield	recede, concession	
civi	citizen	civic	
cord	heart	cordial	
corp	body	corpse	mortician
cycl	circle	bicycle	
demo	people	democracy	
deus	God	diety	
dic	to speak	dictate	
fer	to carry	transfer	
fid	to trust	confident, confide	
flex	to bend	flexible	
forti	brave, strong	fortify	
frater	brother	fraternal	
graph	write	autograph	
geo	earth	geology	
hydro	water	hydroplane	
log	to speak	dialogue	
mal	evil, bad	malnutrition	
manu	by hand	manuscript	
micro	small	microphone	
mono	one	monologue	
mort	death	mortality	
phono	to hear	telephone	
bi	two	bicycle, biped	
script	to write	manuscript	
anthropo	man	anthropology	
logy	the study of	geology, biology	

Adapted from materials submitted by St. Louis, Missouri Public Schools, St. Louis, Missouri.

You Figure It Out

A multitude of career education learning activities that highlight the relationship between academic subject matter and the world of work were developed during a series of workshops conducted by the St. Louis, Missouri, Public Schools.

The following activity infuses basic skills in language arts and geometry (recognition of shapes) with career education.

Directions:

Inside each figure on the picture worksheet, you will find various tools and materials used by different workers. Read each of the descriptions and find the worker's materials in one of the figures. Put in the number of the correct figure on the line in front of the description.

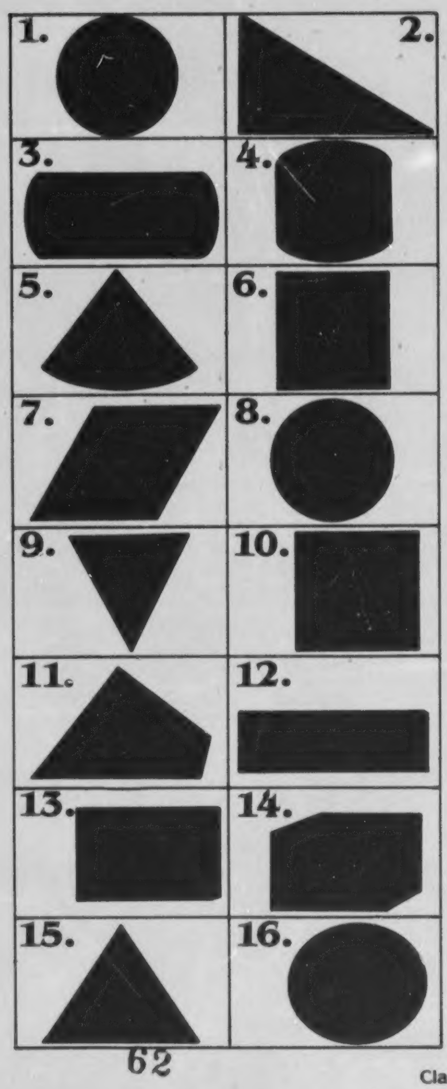
__________ the secretary's tools are inside a triangle
__________ some things a sales clerk uses are enclosed in a cylinder
__________ a circle holds a ballplayer's equipment
__________ without the tools in a square the bricklayer can't do this work
__________ a cone holds the pharmacist's materials
__________ a circle surrounds tools used by a waiter/waitress
__________ a butcher uses the things inside this rectangle
__________ another rectangle holds equipment a performer would use
__________ police officers will find their tools in a circle
__________ some things the lab technician needs are inside a cylinder
__________ the parallelogram holds the radio announcer's tools
__________ the architect's materials are inside a square
__________ an ambulance driver uses the things in this triangle
__________ the pyramid has what the dogcatcher needs
__________ a hairdresser would use something found inside a cube

An activity that stressed values clarification as it relates to self-concept awareness gave students practice in choosing among life-style alternatives and in publicly affirming and explaining or defending their choices. It demonstrated simply and clearly that many issues require more thoughtful consideration than we tend to give them.

Here is part of that activity:

Discuss student responses after they have ranked the following:

1. Which of these people would you have the most trouble introducing to your friends?
   __________ a racially mixed couple
   __________ Christine Jorgenson
   __________ the Grand Dragon of the Ku Klux Klan
2. Which best describes the way you handle money?
   __________ spend freely
   __________ always look for bargains
   __________ budget carefully
3. Which would you want most in a best friend?
   __________ someone who will tell you that your fiancee isn't good enough for you
   __________ someone who will listen to your problems
   __________ someone who is aware of other people's needs
4. Your friend has written a book that you think is lousy. If he/she asks for your opinion what would you tell him/her?
   __________ the whole truth
   __________ as much as you think he/she can stand
   __________ what he/she wants to hear
5. Which of these problems do you think is the greatest threat in the near future?
   __________ overpopulation
   __________ too much leisure time
   __________ water and air pollution
   __________ crime
6. Which would you least like your son or daughter to do?
   __________ marry out of necessity
   __________ marry outside his/her race
   __________ smoke marijuana



Taken from materials submitted by St. Louis, Missouri, Public Schools, St. Louis, Missouri.

It's Always Covered

Whether it's the study of weather instruments, poetry, or psychology, the teachers of Jefferson County Public Schools in Louisville, Kentucky manage to infuse career awareness into all subject areas.

Although a key objective in one of the secondary science units on "Environmental Control" (shown below) is to acquire knowledge of the various weather instruments and their application, the students will be able to match that scientific knowledge with related job titles, duties, and requirements.

Content: Weather Instruments

Behavioral Objective: Acquire knowledge of various weather instruments and their applications.

Career Learner Outcome: After participation in career-infused instructional activities, the student will be able to match science-related job titles with duties, tools, and requirements.

Career Theme: Environmental Control

Career Instructional Activities:

1. **Meteorologist** – studies weather conditions and forecasts changes in weather, analyzes weather maps covering large geographical areas and related charts including upper-air maps and soundings; predicts the movement of fronts, precipitation, and pressure areas.
2. **Climatologist** – studies past records to discover weather patterns for a given region.
3. **Synoptic Meteorologist** – technical name for weather forecaster. Some meteorologists are employed by the federal government. Some work for colleges and universities, some for airlines, and others for radio and TV stations.

1. Have students tell how a meteorological worker would use the following instruments to predict the weather:
   - **a.** thermometer
   - **b.** barometer
   - **c.** wind vane
   - **d.** hygrometer
   - **e.** rain gauge
   - **f.** anemometer
   - **g.** radar
   - **h.** satellite
2. Make a collage of situations that are directly affected by the weather. Examples:
   - **a.** television weather forcaster
   - **b.** radar operator on board a ship
   - **c.** weather station on a mountain top
   - **d.** farmer scheduling planting
   - **e.** airport flight controller
   - **f.** grounds crew at municipal stadium

Taken from materials submitted by Jefferson County Public Schools, Louisville, Kentucky.

Answer Key for Discussion:

- **a.** Thermometer – this would be used to determine and predict *temperatures.*
- **b.** Barometer – this would be used to determine and predict *air pressure.*
- **c.** Wind Vane – this would be used to determine and predict *wind direction.*
- **d.** Hygrometer – this would be used to determine the amount of *moisture* in the air.
- **e.** Rain Gauge – this would be used to determine how much *rain* has fallen.
- **f.** Anemometer – this would be used to measure the *velocity of wind.*
- **g.** Radar – radar enables the meteorologist to predict weather by observing *cloud cover.*
- **h.** Satellite – by using cameras on satellites, pictures of broad areas of the earth can be obtained by showing clouds, etc.

This page is a unit for secondary students relating to psychology. It has been infused with career awareness by helping students recognize that people work to satisfy many needs.

Content: Psychology (Motivators)

Behavioral Objective: Given selected readings on the role of reinforcement in motivation, the student will survey at least ten classmates on the effects of recognition and feedback, rating responses on a scale ranging from "negative as a motivator" to "extremely effective as a motivator." Students will prepare a one-page conclusion based upon their interpretation of the data collected.

Career Learner Outcome: Recognize people work to satisfy many needs.

Career Instructional Activity:

After completing the survey of students on motivators (or assignment could be ½ of the class surveys other students and ½ surveys various workers), the student will survey workers representing a variety of career types on the most effective motivators to improve quantity and quality of work. Try to include professional, semi-professional, skilled and semi-skilled workers.

Using a scale:

1 2 3 4 5 6 7 8 9 10

Negative as a Motivator — Extremely Effective Motivator

Ask each worker to rank the following motivators: (Have worker place an X on the scale for ranking indicator).

	1	2	3	4	5	6	7	8	9	10
raise in pay										
$25 bonus										
2 weeks vacation										
ceritificate of recognition										
picture in company newsletter										
compliment from superior										
compliment from another										
company life insurance										
invitation to dinner by superior										
company picnic										
completion of activity										
pension										
leisure time activities										

Interpret the data:

1. Which type motivator was most effective – concrete or intrinsic?
2. Was there a discernable difference in motivators among the types of workers?
3. If you were an employer what might you do to assure your employees were highly motivated?

Bugs, Plants and Birds

Through the Outdoor Education Program, another activity highlighted in one of the National Science Teachers Association's publications, students come into intimate contact with nature to study it "in the field." This activity fosters the career development concept that leisure and avocational pursuits are important means to self expression to complement one's work.

The program is suggested for use in fourth, fifth, and sixth grade science lessons and is described below:

Nature Awareness

Purpose:

Through the Outdoor Education Program, students may gain interests and curiosities that will help them expand their knowledge and experience into a hobby or an occupation.

Activities:

1. Name and identify trees on the school grounds and/or native to the area.
2. Name and identify birds seen in the area.
3. Name and identify insects seen in the area.

Curriculum Areas Infused:

1. Science – Plant and animal classification
2. Ecology – Observation of life cycles and interactions
3. Language Arts – Logging of information gathered

Project Description:

Intermediate students spent one week at a camp-like outdoor laboratory school in Maryland. Teachers led study sessions and excursions that included numerous nature walks to gain information about:

- life cycles of plants and animals
- interrelationship of nature's creatures
- effect of people on, and responsibilities to, the environment

Small study groups participated in:

- recording and discussion of acquired information
- observation
- investigation
- survival training

Materials:

Films and filmstrips were used in classroom discussions of:

- interdependence of plants and animals
- food chains
- plant and animal classification
- life cycles
- habitat identification

Resource People:

- science resource teacher
- participants in the Outdoor Education Program

Taken from materials submitted by the National Science Teachers Association Career Education Project Administrator, Colorado Springs, Colorado

Future Green Thumbs

Students gained valuable knowledge about careers in the field of horticulture (growing fruits, vegetables, flowers, and ornamental plants) when they participated in Marion City, Alabama's career education program for low-income youth. In cooperation with the Alabama State Department of Education, Judson College, and the University of Alabama, teachers in grades K-12 wrote instructional units to infuse career education concepts into the curriculum for their particular grade levels.

Though the program was intended to focus on the career development of low-income students, the career-academic curriculum was designed so that middle-class, college-bound, or handicapped students gained knowledge about careers and participated in project activities.

One teacher designed a 10-day unit to introduce ninth-grade students to occupations in the field of horticulture:

Instructional Goals:

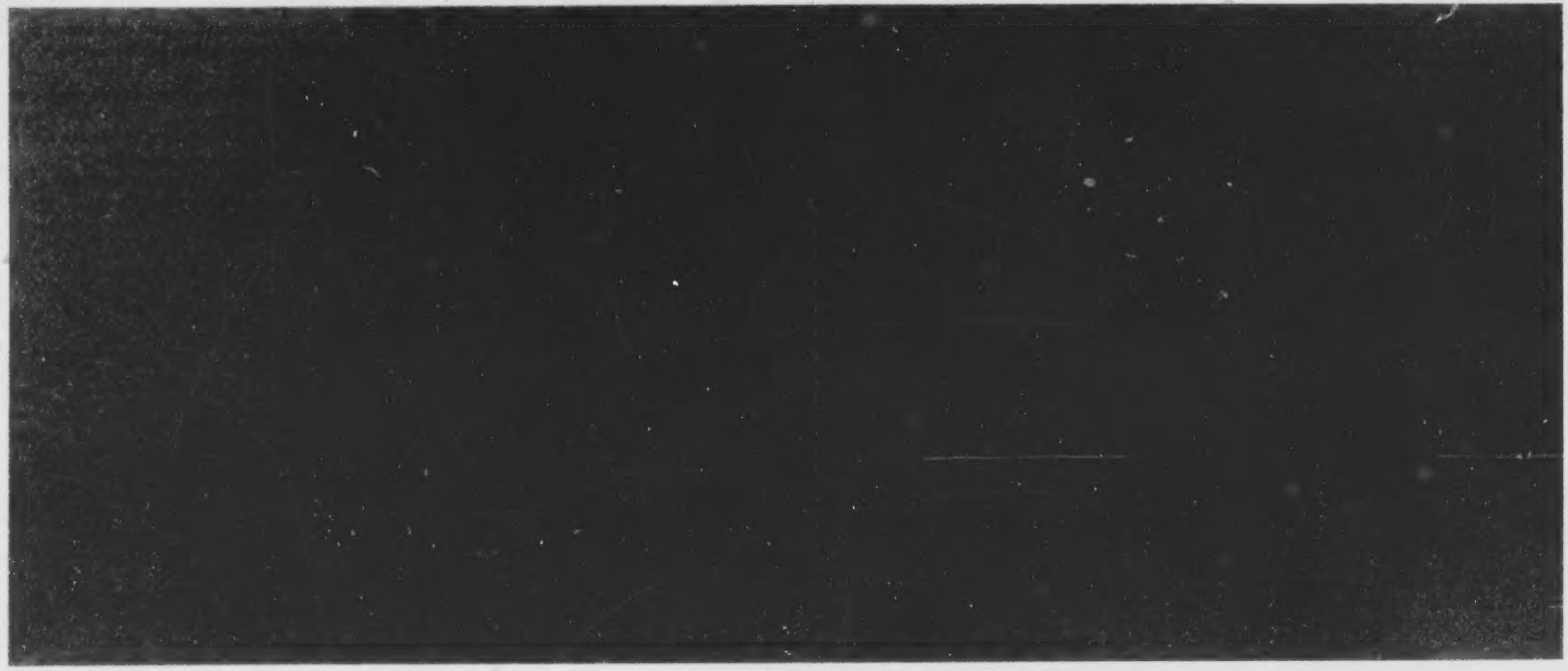
1. Students will develop an awareness of the importance of horticulture.
2. Students will develop an understanding of the career opportunities in the field of horticulture.

Specific Performance Objectives:

After completing the unit, students will:

1. define the term horticulture,
2. categorize ornamental plants,
3. list job possibilities for each area of horticulture,
4. list factors to consider in job selection,
5. list steps on the ladder to advancement in ornamental horticulture,
6. identify self-appraisal questions used to determine personal suitability for a career in horticulture, and
7. identify "ingredients of success" in a career in horticulture.

The unit plan shows activities to be completed by both teacher and students, as well as the resources and materials that are suggested to supplement the instruction.



Taken from materials submitted by the Marion City Area Vocational Center, Marion, Alabama.

Sound Judgment

Who solves noise problems?
Who makes and uses lenses?
How can we get the best stereo sound?
In what careers is a knowledge of the properties of metals needed?

Career development in a science class? You bet'cha! Ninth grade students from Bronx, New York involved in Project Lattice worked to answer these and a variety of additional probing questions relating science to career development.

Who solves noise problems? Students did when they solved a simulated problem such as moving into a new building where there was a constant high-pitched, nerve-wracking whistling.

A. Teacher elicits from students:
1. possible causes of the sound
2. steps to take to stop the sound
3. possible sources of information
4. possible sources of assistance

B. Students develop a list of careers that might have input in solving the problem. Example:
1. building maintenance personnel
2. architect
3. acoustical engineer
4. decorator
5. insulation installer
6. appliance repair person

C. Conclude that sound can affect our behavior and influence our feelings. There are specialists specifically trained on the cause and control of sound and noise.

D. As an out-of-school task, ask students to interview a person in one of the careers highlighted during discussion.

"Beating the system" of stereo buying can seem impossible, but Project Lattice students accepted the challenge when they solved the problem of how to get the best stereo sound. They simulated the situation of listening to a friend's new stereo system that seemed to have a faulty bass sound characterized by a funny rumbling sound during quiet passages. How can one avoid this problem when planning to purchase a new stereo system?

A. Teacher elicits from students:
1. information needed before going out shopping
2. persons to consult for specific information relating to distortion figures and stereo specifications
3. tips on how to be "consumer wise" while getting the desired stereo system.

B. Students develop a list of occupations directly and indirectly related to the audio field. Example:
1. engineer
2. salesperson
3. installer
4. repair person
5. technician

C. Discuss the knowledge and training required of the above workers for preparation in the audio field.

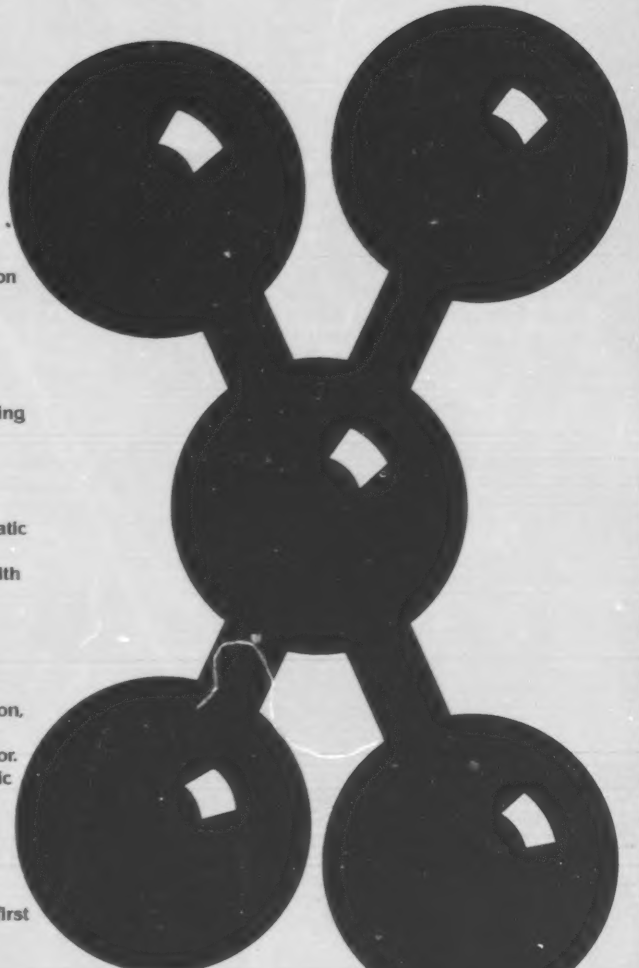
D. Lead students in the exploration and discovery of training facilities for preparation in the audio field.

E. Encourage students to explore what these workers do while on the job.

F. For continuing interests, encourage students to collect pamphlets on stereo equipment and careers in audio. In addition, they can compile a joint list of audio centers where additional information can be obtained.

Adapted from "Project Lattice Career Education Model Lessons in Science," Bronx, New York.

Name Dropping



As a result of the assistance rendered by the National Science Teacher's Association (operating from Colorado Springs, Colorado), many young students may become budding scientists.

This is all possible because of the National Science Teachers' Association's newsletter, available to all association members. The newsletter highlights K-12 classroom activities that specifically infuse career education learning experiences with the teaching of science.

One activity enabled students to explore the occupation of science through a discussion of Black scientists who have achieved success in science and technology.

Here's how the activity was conducted:

- Students in pairs selected two Black scientists or inventors for in-depth study.
- Participants were required to present oral and written reports listing references and displaying copies of related documents and pictures.

Students were also encouraged to gather information from a variety of sources including books, filmstrips, community resources, school media specialists, and field trips.

The following scientists were studied during the activity:

- **Benjamin Banneker** – (1731-1806), inventor, mathematician, and astronomer.
- **Dr. Edward Bouchet** – (1852-1918), First Black to receive a Ph.D. in physics from Yale in 1876, and elected to Phi Beta Kappa.
- **Dr. Randolph W. Bromery** – (1925-), geologist, educator, and researcher.
- **George Washington Carver** – (1864-1943), agricultural and soil scientist.
- **Dr. Charles Drew** – (1905-1950), pioneer in blood plasma, and surgeon.
- **Dr. Lloyd A. Hall** – (1894-1972), chemist, inventor and holder of more than 50 patents.
- **Dr. William A. Hinton** – (1883-1959), bacteriologist, immunologist, developer of two diagnostic tests for syphilis.
- **Percy L. Julian** – (1899-1973), prominent chemist, worked with the synthesis of a drug used in the treatment of eye disease.
- **Dr. Ernest E. Just** – (1883-1941), cell biologist, wrote a textbook on the cell.
- **Lewis H. Latimer** – (1848-1928), engineer, inventor, a member of the Edison Pioneers.
- **Dr. Theodore L. Lawless** – (1892-1971), a famous dermatologist.
- **Jan Matzeliger** – (1852-1889), inventor of an automatic shoe last.
- **Dr. Hildrus A. Poindexter** – (1901-), public health scientist.
- **Dr. Charles H. Turner** – (1867-1923), educator, entomologist.
- **Dr. J. Ernest Wilkins** – (1923-), mathematician, researcher, worked on atomic bomb.
- **Dr. Daniel Hale Williams** – (1858-1931), heart surgeon, performed successful heart surgery.
- **Norbert Rillieux** – (1806-1894), engineer and inventor.
- **Elijah McCoy** – (1844-1929), inventor of the automatic lubricator.
- **Granville T. Woods** – (1856-1910), inventor of an automatic air brake.
- **Matthew A. Henson** – (1866-1955), explorer to the North Pole.
- **Dr. Louis T. Wright** – (1891-1952), supervisor of the first test of aureomycin on humans.

Adapted from "NSTA Career Education NEWS," National Science Teachers' Association, Colorado Springs, Colorado.

Teamwork: The Framework

Concern and cooperation among school professionals, the key to implementing career education at all grade levels within the school, was the basis for an in-service training program in career education offered by a University of Tennessee faculty team in Knoxville.

Among the workshop materials produced were teacher-made lesson plans illustrating the infusion of career education concepts in their specific curricula areas. In the area of science, the following lesson plan was developed:

A secondary **biology** teacher infused career education with blood-typing activities by asking tenth grade students to:

1. identify several occupations in which blood typing would be used;
2. identify personality characteristics of those in health occupations; and
3. make a preliminary self assessment to compare personal qualities with those required for the profession.

While learning about **vegetative propagation,** secondary science students were encouraged to:

1. identify several occupational opportunities relating to plant propagation: florists, horticulturists, landscapers;
2. identify techniques of plant propagation; and
3. recognize the value of plant propagation as an avocation.

A **microbiology** lesson on the use of the microscope included career education learner outcomes that encouraged the students to:

1. identify several occupational opportunities involving the use of the microscope (medical technology, pathology, industry);
2. recognize the value of the microscope as a tool of science and medical technology; and
3. exhibit concern for the proper care and use of scientific instruments.

All of the above lessons provide for exploration and discovery through the use of:

1. filmstrips,
2. laboratory manuals,
3. resource persons representing professions, and
4. textbooks.

Adapted from materials submitted by the University of Tennessee, College of Education, Knoxville, Tennessee.

Get Involved

Infusion of career education concepts into the academic curriculum at every grade level (K-12) has been given a boost in Hazard, Kentucky, by the Kentucky Valley Educational Cooperative's program.

Junior high social studies students, for example, focused on the ways in which leisure and avocational pursuits — travel and sports — can complement work both as a means of self-expression and relaxation.

Here's what happened:

The teacher capitalized on the students' keen interest in the district, regional, and state high school basketball tournaments by developing the following activities:

- encouraging student discussion of jobs and careers related to the sport
- teaching names and locations of the counties represented during the tournaments
- having students interview the athletic director of the school system
- having students compare team statistics
- guiding correlation of all of the above information on state maps

Many students who had not previously indicated an interest in school sports, newspaper, or Kentucky geography showed marked improvement in these areas to the extent that many would come for extra assistance during recess or after school.

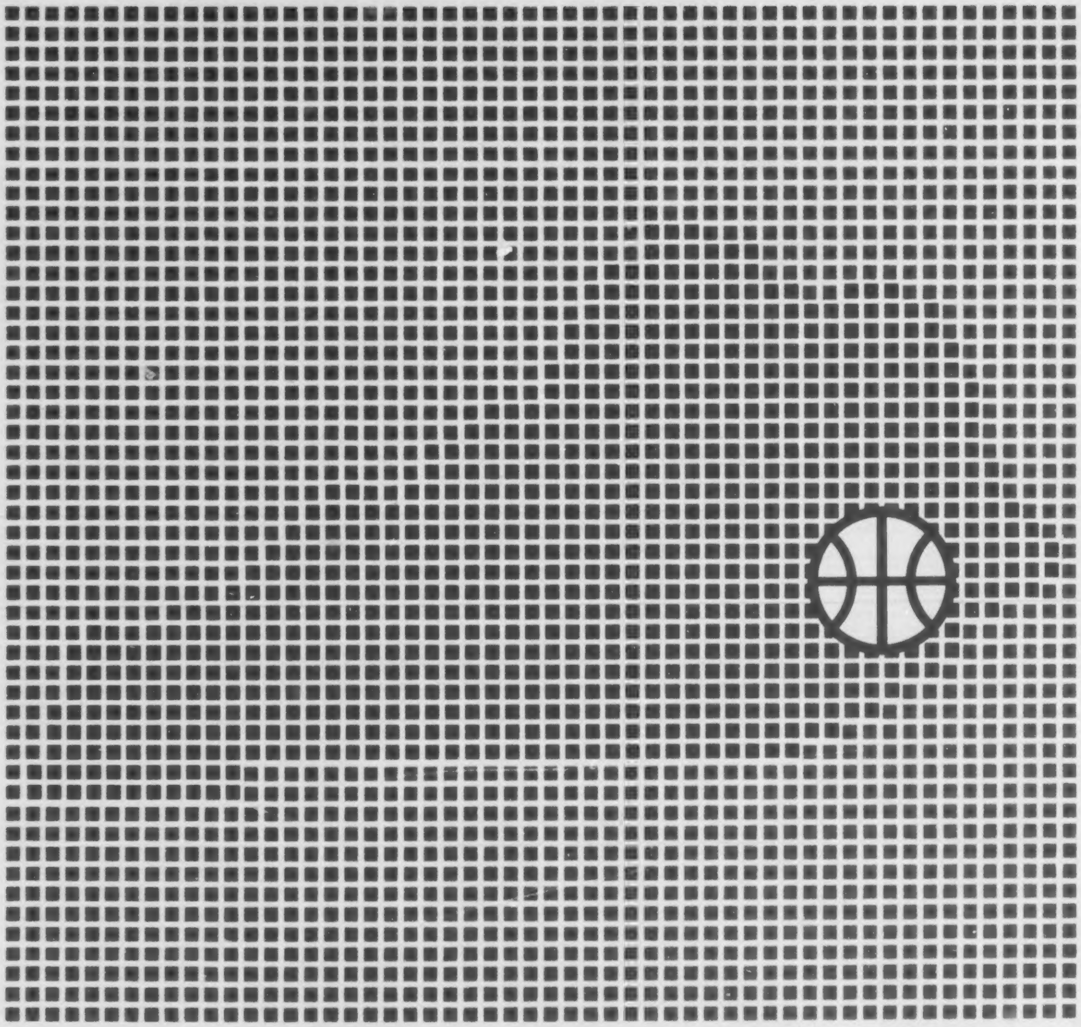
Elementary students participated in a career education unit on recreation and hospitality. Among the career opportunities they studied were:

cook	busdrivers	managers	chefs
bellpersons	cashiers	dieticians	food servers

The pupils studied food preparation and preservation and ways to select a proper diet from the basic food groups.

Writing skills were practiced when the students sent letters of invitation and appreciation to resource persons who visited the school or classroom. One woman was invited to contrast and compare French and American dining customs.

The *piéce de resistance* came at the end of the unit when the students, as cooks, waiters, waitresses, dishwashers, hosts and hostesses, cashiers, and bellpersons successfully planned, prepared, and served a meal to 150 people in a restaurant-type setting, complete with live entertainment provided by other students.

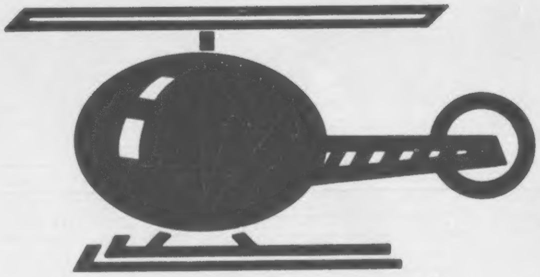


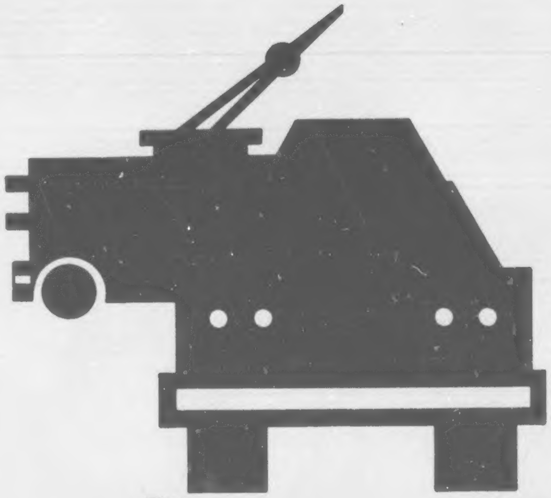
Adapted from materials submitted by the Kentucky Valley Educational Cooperative, Hazard, Kentucky.

A Day for Display

Fire trucks, tractors, boats and cars! Yes! Transportation is the theme. In order to expand their youngsters' occupational horizons, the Mesa Unified School District #10 in Mesa, Arizona, follows up the social studies unit on transportation with a "Vehicle Display Day," an activity suitable for students of all ages. Here is a synopsis of that activity:

> Not only does this (Vehicle Display Day) allow students to investigate vehicles close up, but it also encourages them to express their own lines of inquiry, according to their own needs and in their own ways.
>
> Tremendous community support is demonstrated on a Vehicle Display Day. It costs each of the participating companies at least $1,000 to keep vehicles and their drivers at the school all day. Where more than one attendant is necessary, the cost, of course, is much higher.
>
> The Community Resource Service (CRS) provides this service to Mesa Public Schools. Since it is time-consuming and expensive to make arrangements for a Vehicle Display Day, it is recommended that three or four schools go together in planning this activity. Fifteen to twenty-five different vehicles are made available. However, Mini-Vehicle Display Days, involving ten to twelve vehicles, can be arranged for students at only one school. Helicopters, fire trucks, exterminating trucks, tractors, cement trucks, motorcycles, hot-air balloons (if the weather is cool enough), police cars, and armored vans are just a few of the vehicles that can be displayed.
>
> Vehicle Display Days are of special interest to elementary students who have been studying community helpers, such as the police officer, fire fighter, paramedic, etc. Recreation-type vehicles are the prime interests of high school students, so for them CRS arranges the display of such vehicles as four-wheel drive trucks, dune buggies, speedboats, motorcycles.
>
> A brochure, "Tips for Vehicle Days," available through the Community Resource Service, contains ideas for the vehicle attendants and teachers including the types of questions students often ask.





Taken from materials submitted by Mesa Unified School District #10, Mesa, Arizona.

Community Resources

Everyone Can!

College students in Los Angeles are participating in the Physically Handicapped Career Internship Program – a demonstration project for students with physical disabilities.

The primary thrust of the program is to help eradicate employment limitations and aid disabled students in developing a positive assessment of their career capabilities. But the program is designed to be a learning experience for employers as well. A second goal is to demonstrate to business people that disabled individuals can fit into their organizations; employers are shown how adaptations might be made so that a disability will not be a handicap in the workplace.

The program places physically handicapped students in various business and professional settings for a four-week, "hands-on" career experience. A series of workshops and written exercises helps students understand and learn from this placement experience. Students set learning goals and specify work activities they need to perform to meet these goals. General principles and techniques of career choice are presented. Individual counseling is provided by peer counselors and the program staff. The staff communicates closely with the on-site work supervisor to iron out problems and ensure the success of the placement. This exposure and assistance early in a college education gives students sound information on which to base both their academic and career planning.

A student exploring professional proposal writing.

An intern works with young students at a public elementary school.

Taken from "Barrier-free Career Exploration," California State University, Los Angeles, California.

Differences Can Be Diminished

By joining hands with community persons the Explorer/Boy Scouts of America, based in Dallas, Texas, helped handicapped youth gain exposure to various careers so they would be better prepared to enter the world of work. Such a collaborative effort is instructive for community persons, as well, because they develop a greater awareness of the barriers that handicapped individuals encounter. Listed below are some of the numerous ways the Explorer/Boy Scouts of America involved the community in their handicapped awareness program:

- conducted sports and recreation day programs,
- conducted handicapped awareness programs for PTA, other community groups, schools and churches,
- set up data banks on the availability of community services, special education and recreation programs for the handicapped,
- suggested modifications of parking areas, phone booths, sinks, curbs, doorways, etc., at community buildings,
- visited airports, banks or other financial institutions to inform personnel about the availability of special equipment (What special arrangements are made to help a handicapped person board a plane? Can a wheelchair-bound person reach the teller window? How would a blind person reconcile a bank statement?),
- contacted the local Chamber of Commerce and inquired about the availability of maps, directories and mass transit schedules in braille or large type.

An excerpt of an agenda that was used to conduct a handicapped awareness program for community groups is shown below:

Procedures

Participants will select a partner, obtain a supply kit, simulate a disability, and perform some daily living activities. The supply kit will contain:

6-8 cotton balls
2 strips of gauze at least 3" wide and 36" long
large garden-type gloves (stuff the fingertips with cotton)
2 gummed name tags and crayons
1 strip of rope or thick yarn about 36" long
2 small pocket combs
1 tennis ball
2 paper cups

Disabilities	**Simulation Apparatus**
Hearing	No speech, use other means to communicate (i.e., sign language alphabet)
Visual	Cotton over eyes, gauze around head to secure cotton
Physical	
Hands	Gloves on backwards
Arms	Dominant arm in sling (use gauze)
Legs	Sit in wheelchair (take turns)

Daily Living Activities

I. Interpersonal/Communicative
A. Shake hands with partner and introduce yourself.
B. Ask partner when and how (means of transportation) he/she arrived at this meeting.

II. Environmental/Manual Dexterity
A. Write your name on the name tag and put it on.
B. Tie the rope around your waist; untie and remove it.

III. Personal Fitness/Hygiene
A. Comb your hair.
B. Pour some water from the pitcher into a cup. Take a drink.

IV. Recreation/Physical Fitness
A. Pick up the ball; toss it to your partner.
B. Catch partner's toss.

V. Mobility/Transportation
A. Open door, go through doorway, close door.
B. Travel a short distance; re-enter room.

The program will conclude with:

- discussion of thoughts and feelings associated with the simulation experience; and
- input from participants on ways to involve handicapped young adults in Explorer activities.

Adapted from materials submitted by the Explorer/Boy Scouts of America, Dallas, Texas

There's "I.C.E." in Iowa

If Iowans developed their own dictionary, a program called Improving Career Exploration-Handicapped (I.C.E.), would be synonymous with "collaboration." Under the aegis of the Iowa Department of Public Instruction in Des Moines, 16 area education agencies, local education agencies, and the Southwest Iowa Learning Center (at Red Oak) collaborated to provide inservice training and follow-up support for over 100 teachers, counselors and administrators to initiate exploration activities. Business and industry personnel also became involved in the collaborative effort; they assisted in the development of hands-on activities for use in schools and instructed students, under counselor and teacher supervision, in businesses and trades.

Fifteen hundred students, including the handicapped (mentally handicapped and learning disabled), from rural and urban schools, benefited from this program. Four distinct concepts of I.C.E. were:

- hands-on activities for in-school use to explore career possibilities,
- integrated career exploration activities in on-going curriculum,
- community-based instruction on a contract basis, and
- guidance-based activities for self-perception in relation to work.

The four concepts were implemented through four separate programs:

1. **Project Discovery** consisted of a combination of "hands-on" simulated work and guidance and counseling activities.
2. **Employer School Program (ESP)** provided exploratory and/or training experience to school students in community industrial and business facilities.
3. **Career Information System of Iowa (CISI)** provided comprehensive information on 300 occupations as well as on specific training programs in Iowa.
4. **Iowa Career Education Project (ICEP)** emphasized improved self-concept, awareness of the world of work, and the development of attitudes, values, knowledge and skills that contribute to personal fulfillment in present and future life opportunities. All activities infused career education concepts into the on-going curriculum.

One of Project Discovery's twenty-eight career exploration packages is entitled "So Ya Wanna Be an Artist." It allows students or clients to participate in work activities performed by layout artists, illustrators, cartoonists, lettering artists, and designers.

The activities are:

Subjects to Draw
Discipline
Evaluating Your Work
Drawing from Imagination
Using the Projector
Submitting Art Work
Roman Lettering
Making Stencils
Dry-transfer Lettering
How to Rough an Ad
Roughing an Ad on Your Own
Printing & Design
Making a Container from a Pattern
Designing & Building Containers
Designing a Label
Careers in Commercial Art

All of the materials shown in the photograph on this page are included with the package.

Adapted from materials submitted by the Iowa Department of Public Instruction, Des Moines, Iowa.

Where the Green Grass Grows

"I alone can open doors for myself."

"In the past four months I've learned more about myself, others and the world I have to face after graduation than I would have in school."

"I've had second thoughts about the career I had hoped for. I'm thankful that I had this opportunity to find out."

"I am no longer afraid of graduation."

These "quotable quotes" are indicative of the attitudes of rural high school students who participated in Pueblo, Colorado's South Central BOCES's total-community-supported Rural Internship Program.

Although several components comprised the Rural Internship Program, Community Sponsors — community persons representative of the rural lifestyle clusters — were considered the most important. Commitment to the program and willingness to devote time were the criteria used to select Community Sponsors.

The rural lifestyle clusters headed by Community Sponsors included:

- Natural Resources
- Construction
- Trade and Finance
- Government
- Health and Welfare
- Product Services
- Arts and Humanities
- Recreation and Entertainment
- Transportation and Communication
- Weather Control
- Energy Supplies
- Agriculture and Ranching

Student participants in the Rural Internship Program were selected based on their general intellectual ability, leadership ability, creative, productive ability and motivational characteristics.

Each Rural Intern devoted a semester to the program, spending four days a week in community placement and one day in group seminars. Student placement opportunities centered around rural lifestyle clusters; although the skills and knowledge developed were specific to the local community, they could also be applied in a more urban environment.

At the beginning of the community placement, the intern's time was spent "shadowing" the Community Sponsor. Gradually the intern undertook special projects that were beneficial both to the student's education and the sponsor's organization. Such projects included making business telephone calls, conducting research, writing correspondence and reports, organizing field work, and representing the sponsor at various meetings.

Group seminars were conducted on a weekly basis to encourage students to demonstrate a general understanding of the management, administration and decision-making process of their Community Sponsors' organizations. In seminars, students learned from each other by sharing information about their placement experiences.

The intern was awarded academic credit from the high school upon completing the program. Flexibility in determining credit provided options for negotiations between student and school to tailor the program to each intern.

Included on the page is a copy of the Personal Data form that indicates the kind of student information that was gathered to facilitate the internship placements. The intern in the photograph explored a career in the agriculture and ranching cluster. During her internship, she concentrated on tasks related to horse breeding and training.

Rural Internship Program Personal Data

Name ______________________________

In order to effect a productive match between you and a Community Sponsor the following information is necessary.

Academic Interests (What classes do you like?)	**Academic Strengths** (Are you good at writing, math, speaking, etc.?)	**What are your favorite in-school activities?** (Sports, newspaper, band, debate, etc.?)	**What are your out-of-school activities?** (4-H, community youth groups, church, etc.?)
1. ____________	1. ____________	1. ____________	1. ____________
2. ____________	2. ____________	2. ____________	2. ____________
3. ____________	3. ____________	3. ____________	3. ____________
4. ____________	4. ____________	4. ____________	4. ____________
5. ____________	5. ____________	5. ____________	5. ____________
6. ____________	6. ____________	6. ____________	6. ____________
7. ____________	7. ____________	7. ____________	7. ____________

Taken from materials submitted by the Rural Internship Program, Pueblo, Colorado.

Toward Community Growth—the Rural Career Education Model

Administrators at Lohrville Community Schools in Lohrville, Iowa wanted to encourage senior students to remain in the rural environment, so they mustered the help of local resource people and designed a program called "Toward Community Growth"—a model for rural career education (considering both occupational and socialization factors). School administrators believed that rural America's survival as a people-centered, productive and tangible entity was at stake. This premise, therefore, prompted the collaboration of the Lohrville Community School officials and the local community persons to seek ways to give rural students occupational opportunities in their native rural area. Listed below are two methods that were used to achieve the desired community growth:

- potential and existing job opportunities were sought by community persons; and
- attitudes and emotions concerning the benefits of rural occupations and rural lifestyles were examined in a class specifically designed to endorse the rural way of life.

As a result:

- Statistically significant attitudinal changes were made. Participants became more positive toward rural life, rural occupations, rural education and rural community growth.
- A hands-on, practical learning/teaching packet was developed to interest students in their local communities and promote community growth.

Shown on this page are some Lohrville seniors working "toward community growth."

Adapted from "Towards Community Growth," Lohrville Community Schools, Lohrville, Iowa.

Shadowing Tells It Like It Is

Experience Based Career Education (EBCE) is a new approach to learning that helps bridge the gap between the classroom and the community. In Columbia County, Georgia, the Board of Education implemented a "Mini EBCE" program in the county high schools to:

- give students direct involvement with the business/industry/labor community to help them make an easier transition from school to work; and
- provide effective use of community resources in education by enlisting competent adults from all sections of the community who were willing to share their daily activities, skills and knowledge.

EBCE is a shadow work experience that enabled high school students to:

- learn through direct experience,
- test various career choices, and
- gain specific information and preparation for particular career areas.

Students were selected for the program on the basis of applications accompanied by permission from the school principal, the parents or guardian, and the teacher. The students and their parents then were given an extensive orientation, after which the students spent up to 40 hours at a work site of interest to them. While at the work site, students were required to:

- follow established operating procedures of the work site,
- maintain a daily log of activities,
- compile a major project related to the work site, and
- share work experiences (major project) with other students via written, oral, or audio visual presentation.

The employer was required to:

- put the student through the normal first-day activities of a regular employee, i.e., tax forms, physical exam, orientation, etc.,
- assign the student to supervisor(s) oriented to shadow work program, and
- provide for observation of the student in various activities and submit written evaluation reports to the school.

The teacher-coordinator functions as:

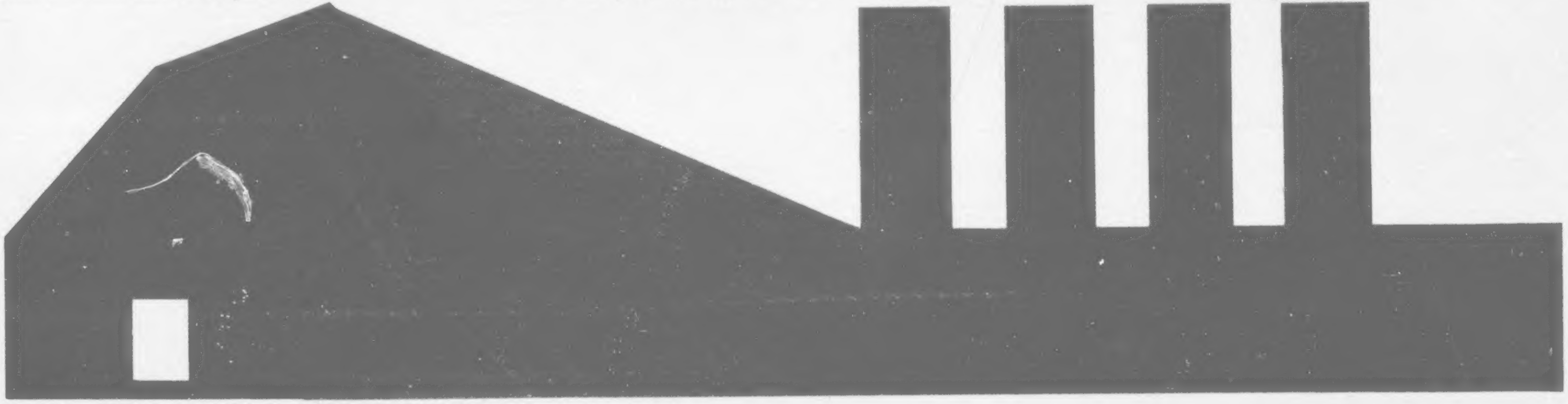
- liaison between school and work site,
- supervisor to students in program, and
- coordinator of orientation and wrap-up sessions for students in the program.

Students were evaluated on their work experiences. They received one-half an academic unit for the 40-hour work week experience and the 50-hour period spent in orientation, follow-up, and preparation of the major project. The credit was based on evaluation by employer, daily logging of activities, completion of major project, and evaluation by coordinator based on the student's attitude, participation, and work habits during orientation and follow-up.

The following schedule shows how a student progressed through the Columbia County, Georgia program.

Sample Shadow-Work Schedule 1978

________ Must have contacted employer by this date (1 day)
________ Have interview with employer during this time (2 weeks)
________ Work on resumé, interview questions, notebooks (4 days)
________ Orientation meeting with employers, parents, and students (1 day)
________ Orientation activities (i.e., Career Game) (5 days)
________ Research on career choice (20 days)
________ Final research papers due (1 day)
________ Shadow-work (40 hour work week)
________ Follow-up, work on presentation (3 days)
________ Presentation to Teacher Advisory Group on Career Guidance Day (1 day)



Taken from materials submitted by the Columbia County School System, Appling, Georgia.

Time-out for a Try-out

To facilitate the exploration of pre-adolescent students' career interests, the Jefferson County Public Schools in Louisville, Kentucky made valuable use of the shadowing experience.

The one-day shadowing (structured work observation) experience provided an opportunity for a student to observe, on a one-to-one basis, a successful role model on the job in an occupation of the student's choice. During the experience, the student viewed the job in terms of:

- responsibilities,
- job duties,
- work environment,
- advancement opportunities,
- interrelationships among jobs within a firm, and
- relationships among people within a firm.

The main phases of the shadowing experience were preparation, shadowing, and follow-up activities.

Preparation

The preparation of a student or class for the shadowing experience included:

- surveying students' interest areas,
- acquiring experience positions in interest areas,
- developing awareness of basic expectations such as dress, transportation, and social skills,
- conducting research about the job, and
- developing a list of students' expectations and questions.

Shadowing

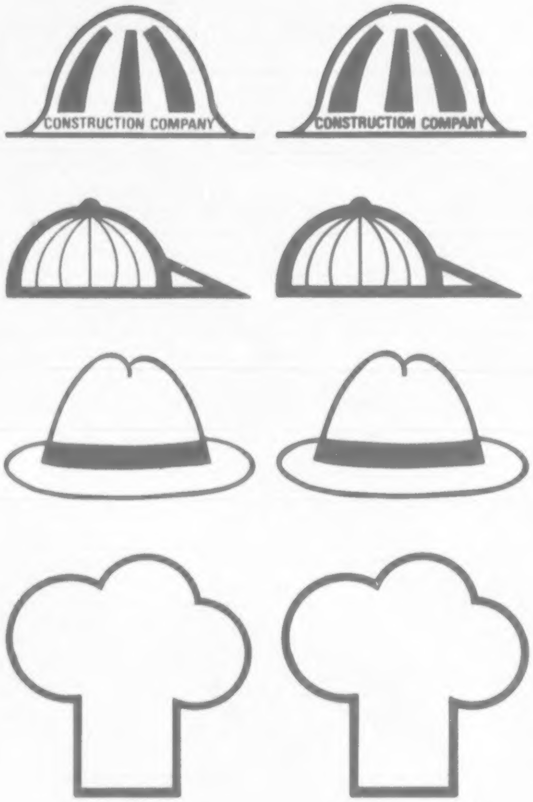
After surveying student interests, the coordinator of the shadowing experience (school counselor, administrator, teacher acting as coordinator) contacted prospective sponsors and completed a contract with them. The student was responsible for:

- reporting to the sponsor on the proper date at the proper time,
- maintaining a log of observations, and
- performing minor tasks related to the job.

Follow-Up

When the student returned to the school, the following were expected:

- a report to others in the school about the experience,
- a written evaluation of the experience,
- self-assessment in relation to the job,
- a thank-you note to the sponsor, and
- help in preparing other students for shadowing.



Adapted from materials submitted by Jefferson County Public Schools, Louisville, Kentucky.

A "Living" Library

On the theory that people are moving, talking storehouses of valuable information, the Community Resource Service, located in San Francisco, California, links students with visitors from their community. The community volunteers share their skills, careers, ethnic experiences, and traditions with students in various classrooms.

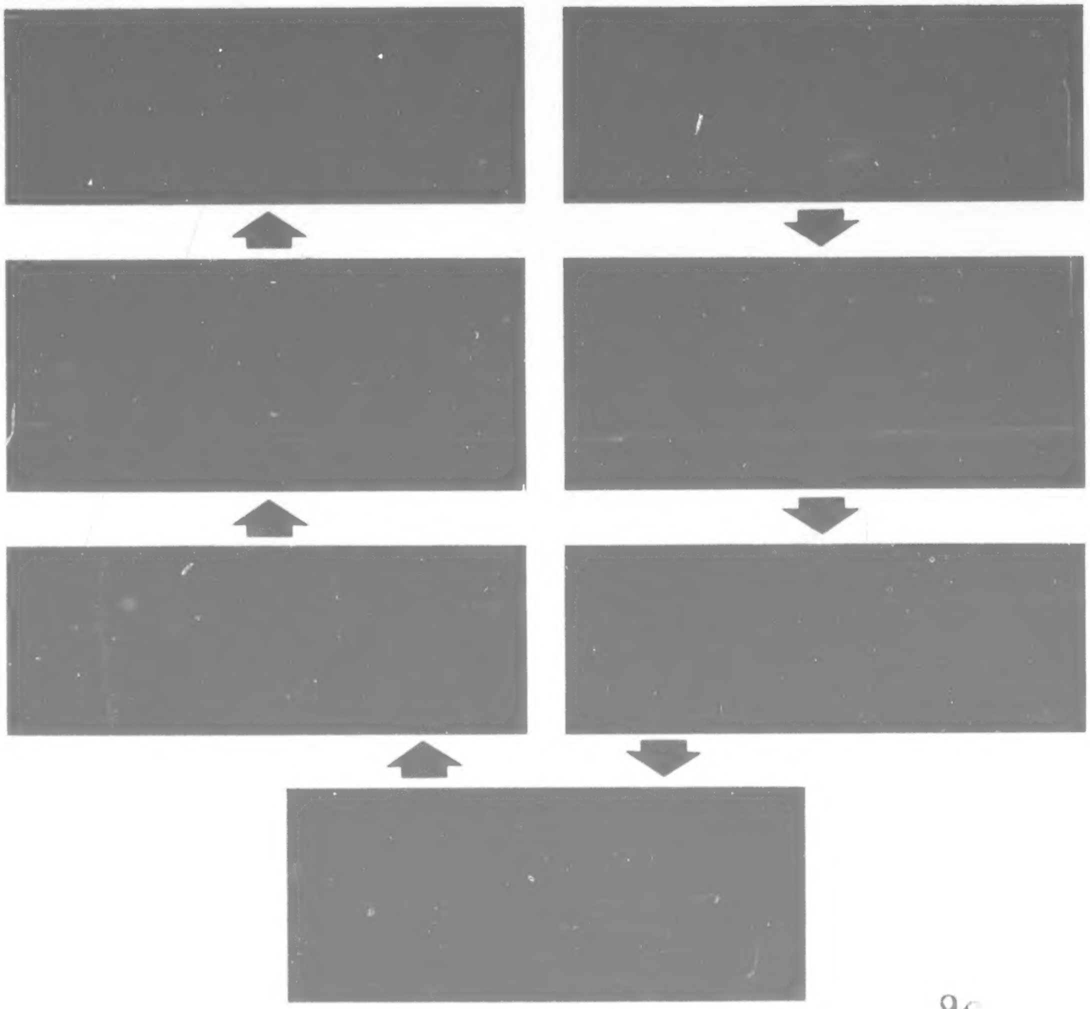
Some of the topics covered during a school year include:
- Ethnic Cultures
- Job Opportunities
- People and Their Careers
- Creative Arts

The service benefits **students** by:
- accenting the relevance of the school curriculum to future career options,
- affirming the value of ethnic contributions and traditions, and
- providing a new vehicle for experiential learning.

The service benefits **volunteers** by:
- providing citizens with a way to contribute to educational enrichment, and
- offering them an opportunity to learn about San Francisco's public schools.

The service allows teachers to offer cross-cultural learning about the contributions and experiences of the local ethnic communities.

The diagram shown here indicates the steps that were taken to obtain a volunteer from the community.



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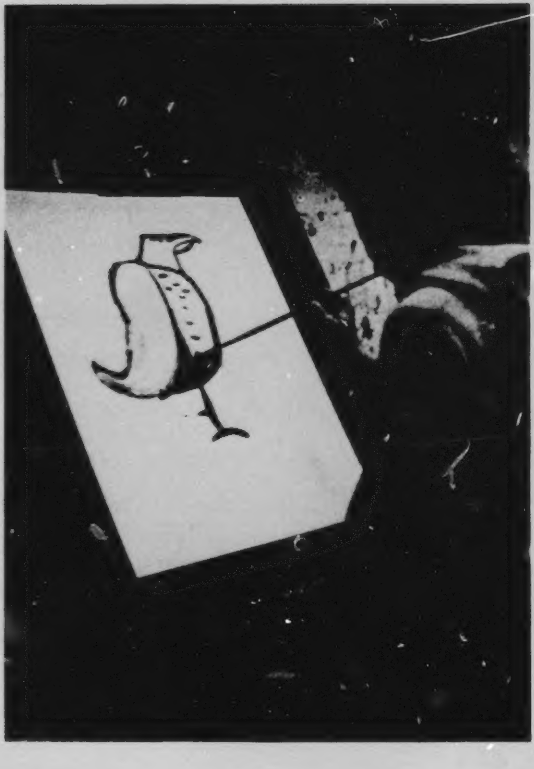
Adapted from materials submitted by Project Motivate, San Francisco, California.

For Creators Only

The Career Training in the Arts Program at the Children's Art Carnival, located in New York, New York, has two components: the Creative Arts Workshops for youngsters 9 to 14 years old and the Communication Arts Production Team for teenagers 14 to 18. These art workshops provide an innovative career education program for low-income, minority youth by utilizing creative and communication arts as a bridge to careers in the arts.

Through the Creative Arts Workshops, children discovered that art is a vehicle for self-expression and that it has merit both for themselves and for others.



Adapted from materials submitted by The Children's Art Carnival, New York, New York.

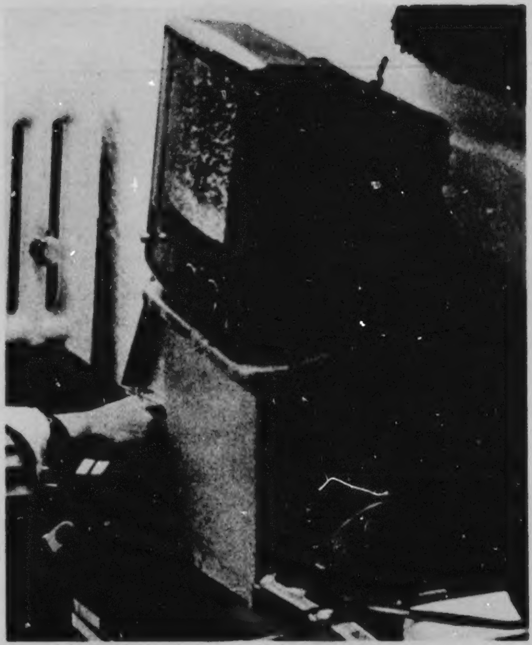
Highlights of the Creative Arts Workshops are described below.

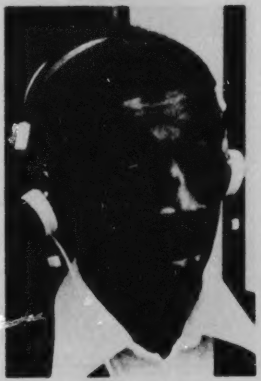
- In puppetry, students made hand puppets of "fantasy" characters. They wrote scripts for their puppets, made the backdrop, and constructed a stage in preparation for a presentation. Interaction with a professional puppeteer on staff gave additional insights into career uses of puppetry.
- Young "professional" photographers emerged from the photography workshop. They mastered 35mm cameras and photographed events in the neighborhood and at the Carnival.
- Multi-color greeting cards were printed as part of another project done by the printmaking class. These students mastered the skills used in making monoprints, relief prints, rubbings, stencil cuts, and colligraph linoleum cuts.
- Students in painting, clay, sewing and dress design were equally involved in these areas. Children mastered the materials and familiarized themselves with professional terminology.

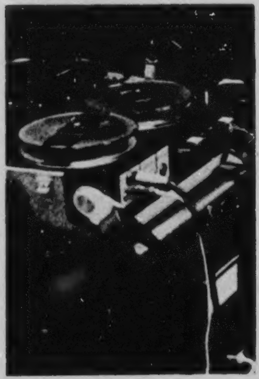
The focus on careers in the arts and the development of professional behavior are the main factors that distinguished the Communication Arts Production Team from the Creative Arts Workshops. The Team's instructors exposed the students to speakers, trips, and career counseling; the students served as apprentices to their instructors and shared in the responsibilities for production.

Some of the outstanding activities of these workshops are highlighted below:

- A trip to Pratt Institute's "Portfolio Day" provided many students with exposure to scholastic opportunities of which they were previously unaware. One student, who developed a portfolio in the graphics workshop, was accepted into Pratt on the basis of her portfolio alone. This was an exciting event that provided additional incentive to her fellow students. Other trips included the *New York Post* newspaper complex and an editing facility in the mid-town Manhattan film district.
- The silkscreen workshop produced a variety of Art Carnival invitations and cards using such techniques as photo reduction and silkscreen printing. The final production was dependent on teamwork and each apprentice had a specific task to perform that would ensure the professional quality of the finished product.
- The film-video workshop students learned such production skills as lighting techniques, sound recording, cinematography, and editing. They also learned the creative subtleties of media production including scriptwriting, storyline development, and interview techniques.
- Writing workshop apprentices studied about various types of commercial writing, and concentrated on the area in which beginning writers can gain employment while perfecting their craft. Units covered included writing biographies, reviews, press releases, and sixty-second editorials for electronic media.
- To afford the apprentices contact with professionals in the field, guest lecturers conducted the workshop at least twice a month. Included among the lecturers were the editorial assistant for WABC-TV, a reporter from the *New York Times*, the Associate Editor of *Working Woman Magazine*, and an RCA publicist. As a result of interacting with the guest lecturers, one of the apprentices is working on a sports article that may be used in the *New York Times* newspaper.
- The production of the Carnival's quarterly newsletter was the first integrated effort of the units in the Communications Arts Production Team. Apprentices in writing, graphics, and offset printing were responsible for the content, layout, and printing of the newsletter.







Home-town Learning

Educators in California's La Mesa-Spring Valley School District developed and coordinated a career guidance program with two components designed to foster career development for junior high school students.

Career Guidance focused on the career development needs of the students; Community Exploration provided opportunities for actual career exploration experiences in the local community. The components were designed to be mutually enhancing. As the students became interested in a career area, they spent time in the Career Guidance Center learning about their interests. The next step was the Community Exploration Experience, which involved guest speakers, community exploration, and study trips arranged in cooperation with business and industry. Students pictured here are participating in program activities.

The duration of a Community Exploration Experience depended upon the students' school calendar: those who attended ten-month schools were assigned to a work site for one week, from one to two hours per day, while year-round students participated during school vacations.

Once students had selected a Community Exploration site, they simulated the steps necessary for employment. The form, "Requirements for Working in the Community," is shown here.

At the end of the Community Exploration Experience, the school program coordinators conferred with the student about the written evaluation and the student's overall impressions of the total experience. This debriefing experience proved to be very valuable to the students as a way to contribute verbal feedback to program participants.

Requirements for Community Exploration

Introduction

1. Complete the Career Center Activity Sheet.
2. Choose a work site from the file that corresponds to your highest career interest area.
3. Write out a schedule of your classes, time and teacher's name.

Procedure

1. Indicate where you will be working on the Career Center Record Sheet in the area marked "Community Exploration Placement."
2. Take the *Pre-Community Exploration Survey.*
3. Take the *Community Exploration Agreement* home to be signed by your parent.
4. Present a pass to leave the school grounds to the secretary in the main office *everyday* before you go to your community exploration site.

On the Job

1. The first day on the job have your employer sign the Community Exploration Agreement. This agreement should be returned to the career center the next day.
2. Give your employer the *Student's Weekly Report.* Explain to him/her that this must be filled out the last day on the job.
3. You must fill out the *Student's Weekly Report* (hours, days, total hours, what you learned).

After You Return From Community Exploration

1. Give the *Student's Weekly Report* to your career center counselor.
2. Fill out the *Student Evaluation Form* of your community exploratory experience.
3. Take the *Post Community Exploration Survey.*

Adapted from materials submitted by the California State Department of Education, Sacramento, California.

Where the Action Is

A comprehensive model career education project proved successful in one of Mesa, Arizona's senior high schools. The project, known as the Center for Career Development, used two approaches, both of which relied on community resources to provide students with learning experiences.

One approach focused on in-service and support programs for the high school staff; CIIP (Career Integration Implementation Program) offered professional growth opportunities. Teachers also spent time learning various ways to implement activities and programs that highlighted the relationship between school and the world of work.

In the second approach, information about job opportunities "came alive" for the student participants: a career resource center called "The Place" (Preparation for Life Activities CEnter) was set up to provide special activities in the area of students' career development.

"The Place" housed a library of career-related materials organized into five categories:

- occupational and educational information
- personal interest studies
- "how-to"activities
- teacher resources
- placement opportunities

Another service provided by "The Place" administrators was to place students into various work experience programs so they could get a first-hand look at jobs that appealed to them as possible careers.

Students participated in the Independent Career Observation Program (ICOP), or in the Career Exploration Program (CEP). ICOP participants spent ten hours at a job site observing and interviewing workers. CEP participants also observed and interviewed workers, but over a sixty-four hour period of time.

Students were allowed to sign up for the eight- to ten-week CEP program at any time during the semester. They did not attend regular classes in connection with the program, but met twice with a school sponsor to discuss their experiences and to submit completed assignments. For each 64-hour Career Exploration Program experience, students received ¼ academic credit.

The 64 hours could be spent in a number of activities **(Options):**

Option 1: ***On-the-Job Exploration:*** For those students who currently hold a job, or do regular volunteer work.
Option 2: ***Organization Window Shopping:*** Involves several different jobs at the same work site.
Option 3: ***Stepping up the Career Ladder:*** Examines related jobs in the same organization that are sequential in terms of advancement.
Option 4: ***Same Job, Different Places:*** Explores the same job at three to six different job sites.
Option 5: ***Executive Internship:*** Enables a student to work directly with an administrator or manager.
Option 6: ***Career Sampler:*** Aids those who have not narrowed down their career choices.
Option 7: ***One Job In-Depth:*** Gives students who have already decided on a career a chance to see the day-to-day tasks actually involved.
Option 8: ***The Work-School Connection:*** Shows how school subjects are applied on the job.

Sample student applications for the Career Exploration Program are included here to show the nature of the information requested from the students.

"The Place" provided services to a broad cross-section of the Mesa, Arizona community because it was a vital part of the high school scene, a spot where something positive was always happening. The door was always open to teachers and to students who wanted to learn more about themselves and their futures.

Adapted from materials submitted by the Mesa Unified School District, Mesa, Arizona.

Scoutin' Around

The Explorer/Boy Scouts of America wanted to provide career development experiences that fostered the concept that exploration of occupations provides information on which vocational and educational decisions can be based. To achieve this aim, they collaborated with school personnel so that school and scouting efforts would be complimentary.

This multifaceted program featured a career education guide that contained information related to in-school seminars and contained Action Ideas as a source of activities related to 21 careers such as:

- **Accounting**
- **Automotive**
- **Advertising/ Public Relations**
- **Architecture**
- **Art**
- **Child Care**
- **Data Processing**
- **Dentistry**
- **Energy**
- **Engineering**
- **Fire Fighter/Fire Science**
- **Veterinary Medicine/Animal Care**
- **Forestry**
- **Motorcycles**
- **Photography**
- **Secretarial/Clerical**
- **Social and Community Services**
- **Skiing**
- **Sports**
- **Teaching**
- **Theater and Media Arts**

All of the suggested ideas include:

- **Vocational** – "on-the-job" experiences
- **Service** – human rights or support activities
- **Outdoor** – environmental experiences
- **Citizenship** – tasks fostering leadership training
- **Personal Fitness** – individual and team efforts
- **Social** – human relations involvement

Featured below is a sample page relating to the occupational area of advertising/public relations.

Working with Ideas

Benefits To Explorers

Learn to develop communications skills. Have an opportunity to express creativity. Enhance artistic abilities. Learn to like people and to respect differences in taste. Learn to work well with people from a variety of fields of expertise. Learn the value of thinking clearly and logically. Have the chance to use imagination. Learn business techniques. Practice the art of being convincing.

Interest Areas-Career or Avocation

Copywriter, artist, advertising layout, writer, researcher, media specialist, accountant, statistician, secretary, photographer, printer, production staff, sales, marketing, package design, business administration, public relations, reporter, engraver, newspaper.

Potential Chartered Organizations

Newspaper, publisher, advertising agency, corporation, radio or TV station, art studio, retailer, utility company, religious group, university newspaper, printing company, civic association.

Consultants

Opinion research company, consumer advocacy group, public relations firm, press club, English teacher, publisher's associaton, advertising department of college, Advertising Council of America.

Post Activities

1. Vocational
   - Investigate advertising effectiveness through the free-sample technique.
   - Write, perform, and record an advertising spot for any medium on any subject, including an Explorer or Boy Scouts of America event. Bring in other posts to assist such as broadcasting, photography, journalism.
2. Service
   - Work with the Relationships team of the council service center and help promote Scouting/USA activities such as sustaining membership enrollment and district events.
3. Outdoor
   - Help advertise and participate in county fairs, agricultural shows.
4. Citizenship
   - Look up the ancient symbols that signified a trade, a shop. For example, the spinning wheel meant a weaver's shop, a green bush meant a wine shop. Make a collection of symbols and related gadgets. Make a display.
5. Personal Fitness
   - Select a sport that is advertised or covered heavily on television, then try that sport to see if it comes across accurately on the screen, e.g., golf, tennis, skiing, soccer, jai alai.
   - Do the advertising for a Scouting sports event such as a Scout show, Cub Scout bike and swim safety program. Go to the event and poll the audience to evaluate the effect of your ads.
6. Social
   - Attend a meeting or seminar of professionals in the advertising field.
   - Plan, publicize, and conduct a party for senior citizens, underprivileged children.

Superactivity

- Visit a studio that makes radio or television commercials.
- Follow the production processes used in advertising: client, art director, copywriter, photographer, typographer, commercial artist, printer (paper, ink). Visit the different businesses that are part of the system.
- Visit an advertising agency or advertising department of a store, business, manufacturer.

Adapted from "Part 1 – Career Education: In-school Career Seminars" and "Part 2 – Career Education Post Action Ideas in 21 Careers." Boy Scouts of America, Dallas, Texas.

One-to-One's the Way It's Done

The Girl Scouts of the U.S.A., located in New York, New York, helped their members develop skills to pursue career goals through community involvement. By expanding upon their "From Dreams to Reality" program, local councils were able to help girls explore careers in their communities and gain actual first-hand experience trying them out. Trips, speakers, interviews and career internships were the Girl Scouts' most important tools.

A career internship gave Girl Scouts the opportunity to work with a career representative in a business or organization on a one-to-one basis.

Here are some helpful pointers the Girl Scouts developed to help their members carry out the career internship program:

Two ways to find a career consultant

1. Contact your council or leader for names of people who could act as your career consultant.
2. If your council does not know of a career consultant, find your own.

Additional steps to use to find a career consultant

1. Identify career internship possibilities. After making a list of careers that interest you, make a potential consultants list through:

- neighborhood stores
- yellow pages
- your parents, neighbors, friends, teachers, guidance counselor
- help wanted ads and regular newspaper advertising
- business directories in your local library
- community organizations and agencies
- business organizations
- special interest clubs and organizations.

2. Plan your approach. First ask the person you would like to be your consultant; then list all other consultants in order of choice. Approach each one in turn and wait for a final decision before going on.
3. Contact a potential consultant; be prepared for the interview.
4. Wait for an answer. Whether the consultant says yes or no, you will want to thank her/him for considering your request.
5. Plan your career internship. If a consultant says yes, plan your experiences together so that they fit both of your expectations.

Adapted from "From Dreams to Reality – Adventures in Careers," Girl Scouts of the U.S.A., New York, New York.

Parents Help Too

Infusing career education concepts into the academic curriculum is a process that involves the entire community: parents, higher education, labor, industry and business personnel, area crafts people, and performing artists. In the South Burlington, Vermont school system, interested parents, community members, business and college representatives have:

- become aware of their roles in the career education process;
- supported the Career Education Project by identifying skills and talents they possess and are willing to share with students and teachers;
- invited the project staff and faculty to share career education concepts at their homes, places of business or classrooms; and
- become aware of sex-role stereotyping and methods for reducing it.

The integration of parents into the career education process stressed the importance to society of all types of jobs and changed the emphasis on careers to personal fulfillment. The program focused on expanding rather than changing parental attitudes in this area.

During a presentation to South Burlington, the Career Education Project offered suggestions that highlighted ways parents could help their children in positive career development. A sample of these suggestions is presented here.

Tips for Parents *Helping Children Make Career Plans*

Career decision-making is a process, not an event that occurs at a given time. Your child's future career will be influenced by events that occur beginning in the pre-school years and continuing through all of adult life. Here are some ways in which you can aid your child in positive career development.

- "What do you think I should be when I grow up?" Respond when your child asks this question. Point out that happiness to the child is more important than what you, the parent, desire. Also discuss particular talents your child possesses and discuss jobs in which these abilities would be helpful.
- Help your child to understand the relationship between school work and job decisions. Show him/her how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help your child understand there are more important reasons for going to school than simply going to school.
- Remember: a college degree is no longer the best or surest route to occupational success. Encourage your high school student to think about all kinds of post-secondary educational opportunities including all-volunteer armed forces, vocational schools, and community colleges. Emphasize the wide choice that exists.

Adapted from materials submitted by the South Burlington Career Education Program, South Burlington, Vermont.

They've Come a Long Way

Academically talented female students in the Great Falls, Montana Public Schools have become increasingly aware of the expanding career options available to them. The young women participated in "Career Guidance for the Academically Gifted Female Students," a career education project subtitled "A Coordination of Resources to Develop Human Potential."

The major objective of the project was to counteract sex role socialization processes that tend to limit the career aspirations of young women.

Existing community programs were identified as a means to career/human potential development for women. Arrangements were made to take the students to the programs, or to bring all or part of the programs to the students. As a result of cooperation with such other community organizations as the Girl Scouts and Junior League, students have participated in or benefited from several activities and programs.

- Students interacted, in and out of school, with "role models" from various community organizations and the local Air Force base. The role models represented women in non-traditional career areas of interest to the students.
- Parents have become involved in the program as a result of encouragement from the superintendent of schools. Seminars and counseling sessions for parents were held in the evenings, or weekends, and during the summer. A periodic newsletter kept parents informed about new and emerging occupations, employment trends, programs and activities.
- Forty-eight academically talented female high school seniors and 30 female counselors and instructors were guests of the Great Falls, Montana project at The Creative Life Planning Seminar conducted by a representative from the Individual Development Center, Seattle, Washington. A copy of the workshop/seminar format appears here to highlight the purpose, scope, and philosophy of the presentation.

Adapted from materials submitted by Great Falls Public Schools, Great Falls, Montana.

CERB— the Bank of Resources

The Career Education Resource Bank (CERB) operating in Littleton, Colorado was truly the result of a collaborative effort: the Arapahoe Community College, the Arapahoe School District #6 and the area's business community all were involved in its operation. One of CERB's major goals was to help students become aware of the many careers available to them in their immediate area; use of the community's resources was seen as the best way to get the message across.

The Community Education Resource Bank consists of eight resource areas:

1. **In-class resource speakers**
   In-class resource speakers are employers or professional people who volunteer to discuss their hobbies and career fields with students in their schools.
2. **Shadow program resource**
   The shadow program resource person affords students the opportunity to see the actual procedures of a particular career or occupation first-hand and on a one-to-one basis.
3. **Industrial/occupational/business office field trips**
   Students take trips to a resource person's place of employment to see how a specific job is performed and the products, services and facilities related to it.
4. **Work exploration sites**
   This experience enables participants to gain actual experience by exploring one or more careers in a given business, industry or enterprise.
5. **Career resource advisors**
   The career resource advisor helps students meet with community people on a one-to-one or group basis for a period of one or more hours in a designated place to discuss various paid or unpaid work situations.
6. **Staff development advisors**
   The staff development advisor is an employer or professional business person who makes himself/herself available by assisting the classroom teacher in setting up the curricula for students in the classroom.
7. **Cooperative career education**
   Cooperative career education permits students to spend a portion of their time in the classroom and another portion in working on a job related to their area of study.
8. **Job development**
   Community persons assist students in preparing for a job search; they offer advice on interviewing, resume writing, and general job preparedness.

To ensure efficient service, the coordinator of the CERB visited the principal and instructional staff of the district schools; a copy of a CERB booklet was distributed to business people, agencies and individuals throughout the area; "pony" service (hand delivery) was available to the Area Vocational School and the coordinator's office or request could be made by telephone.

Adapted from materials submitted by Arapahoe Community College, Littleton, Colorado.

Changes Come with Collaboration

"Believing in kids" and "believing in employment, training and more" was the common bond that united the Jefferson County Schools in Monticello, Florida with the Comprehensive Employment and Training Act (CETA) program to help "drop-out students" become "drop-in students." Their collaborative effort afforded students the opportunity to develop an awareness of careers, education and economics and to develop skills in decision making, employability, and the basic academic areas of reading, writing, arithmetic and language arts. The emphasis on awareness and skills aided the students in their on-the-job experiences, another important facet of the program. Films, filmstrips, transparencies, brochures and attractive learning-centered bulletin boards were some of the tools used to assist the students.

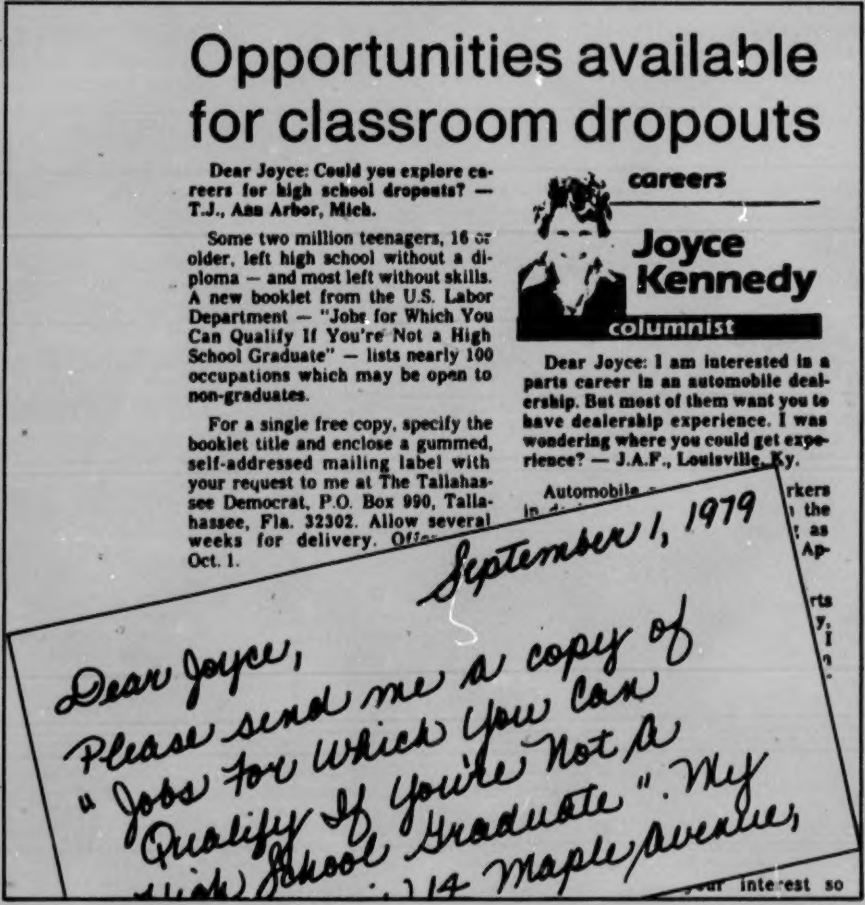
A workshop for students was one of the high points of the Jefferson County School Board CETA venture. By the close of the workshop, participants were expected to:

1. plan a simple monthly budget;
2. fill out different kinds of standard forms (i.e., credit application, job application, driver's license application);
3. write a letter of application;
4. describe CETA and its purpose;
5. identify the uses of language as they relate to the world of work;
6. use the proper form of common verbs in the present tense;
7. write checks; and
8. identify a long-range life career goal.

Shown below is a description of the methods used to implement letter-writing skills.

Each participant was asked to write a letter of application to Mr. Jones of the Strawbridge Cafe about a job as a waiter/waitress. Initially, the participants wrote letters of application without having had the benefit of instruction. After the participants wrote their letters, they were shown a sample letter that was discussed with them. Each student then wrote a second letter of application; marked improvement was shown. On the second day of the workshop, a newspaper column offered students the opportunity to write a real letter in order to acquire a free copy of "Jobs for Which You Can Qualify if You're Not a High School Graduate." Many of the participants indicated that it was the first time they had ever written a real letter.

A film entitled "English on the Job: Writing Skills" was shown with the letter-writing activity; it emphasized taking notes, writing memos, reports, resumés, and letters of inquiry and application.



Opportunities available for classroom dropouts

Dear Joyce: Could you explore careers for high school dropouts? — T.J., Ann Arbor, Mich.

Some two million teenagers, 16 or older, left high school without a diploma — and most left without skills. A new booklet from the U.S. Labor Department — "Jobs for Which You Can Qualify If You're Not a High School Graduate" — lists nearly 100 occupations which may be open to non-graduates.

For a single free copy, specify the booklet title and enclose a gummed, self-addressed mailing label with your request to me at The Tallahassee Democrat, P.O. Box 990, Tallahassee, Fla. 32302. Allow several weeks for delivery. Offer Oct. 1.

Dear Joyce: I am interested in a parts career in an automobile dealership. But most of them want you to have dealership experience. I was wondering where you could get experience? — J.A.F., Louisville, Ky.

Automobile

your interest so

September 1, 1979

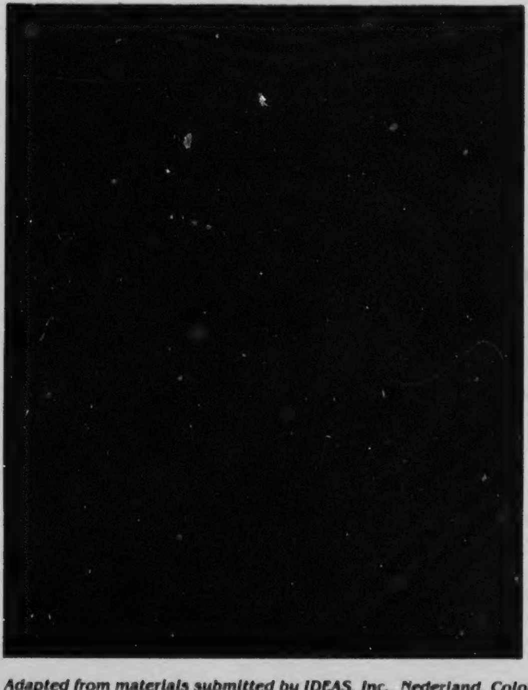
Dear Joyce,
Please send me a copy of "Jobs For Which You Can Qualify If You're Not A High School Graduate". My
14 Maple avenue,

Adapted from materials submitted by Jefferson County School, Monticello, Florida.

If I Had Only Known

Gifted and talented high school students in California, Colorado and Hawaii are using their skills in community-based research, interviewing, documentation, and publishing to prepare a series of photographically illustrated career awareness profiles. As is typically part of the Foxfire learning process, these profiles will be published in the students' school magazines. The program was developed by Institutional Development and Economic Affairs Service, Inc. (IDEAS) in Nederland, Colorado.

The central thrust of the Foxfire Experientially Based Career Education concept encourages students to establish relationships by conducting extensive interviews with the adult community. The life experiences of these individuals are then portrayed in written form for local publication. Every Foxfire program has strived to encourage students to explore their cultural heritage while developing a wide range of academic and practical skills, especially those related to communications.



The Hawaiian publication, "Mo'Olelo," featured an article written by a student who interviewed one of the few female ministers on the island of Kaua'i. While writing "'I've Had Two Weddings under My Breadfruit Tree,'" the student discovered that ministers must be prepared to face many situations when dealing with people.

In the California publication, "Gateways," a group of students, ages 13 through 16, visited a radio station to interview a disc jockey who talked about his career in broadcasting. From him they learned that a disc jockey works "too many" hours for "not enough" pay. A typical work day begins at 5:30 a.m. and may not end until three or four in the afternoon. When asked what he enjoyed about his job, the "D.J." answered, "There's nothing I like more than playing a real old cut on the radio and having someone much younger than me say 'Wow, I never heard that before, it was really great.' Then you know you've made a connection." In describing his preparation for radio announcing, the disc jockey said: "Acting really helped me. It taught me how to come out of myself, to be another person. It's important to be natural on the air but to be entertaining too."

Adapted from materials submitted by IDEAS, Inc., Nederland, Colorado.

Take Twelve – "Trools" is on the Air

In cooperation with WTJX-TV, the Island Resources Foundation in St. Thomas, U. S. Virgin Islands developed a 12-part series of half-hour televised career guidance programs. Those involved with communications were shown first, and the series then aired programs on occupations in marketing, construction, science, safety, maintenance, health care, food production, recreation, transportation, administration and conservation. The spotlight shone on many individuals in the productions. But – front and center – the stars were community persons, successful in their chosen careers, who shared their insights with junior high school students who were trying to decide what to do with their lives. (The series has great appeal for adults, too.) Because every job and career involves using tools and rules, community participants in the series emphasized those that were important and common to almost every career.

Along with on-location, documentary-type interviews of the Virgin Islands business people, the shows were interspersed with action shots of various work scenes; the narrations were enlivened with contemporary music. Objectives that Island Resources Foundation expected to achieve were to:

- stimulate teenagers' interest in and inquiry into those career areas that seem to appeal most to them;
- create an environment for discussion, both in the home and at school, about career opportunities in the Virgin Islands; and
- point to human resources in the community – people at work who can provide additional information about specific fields.

In addition to the TV programs, the community was further involved in careers of their young people through field trips for students to the Virgin Islands businesses and classroom visits by Virgin Islands business representatives.

Adapted from materials submitted by Island Resources Foundation, St. Thomas, U. S. Virgin Islands.

If the Hat Fits

Cultural resources in Boston and Springfield, Massachusetts collaborated with the Boston and Springfield school systems to improve career education programs in the local elementary, junior and senior high schools. During its second year of operation, the program, known as the Cultural Education Collaborative, continued to demonstrate that cultural institutions (museums, performing companies, art and science centers) can provide an opportunity for students to explore a wide array of occupations through direct interaction with the physical and personal resources of the cultural community.

The activities developed by the Cultural Education Collaborative ranged from site visits, to mini-courses, to internships that allowed students to become aware of the diverse and comprehensive occupations within and related to the cultural community.

Elementary school students were on the road to learning as they teamed up with the Museum of Transportation to explore transporation careers, past, present, and future. The experience was provided in three segments that are described below.

Segment 1 was an introduction to transportation. The objective was to familiarize the children with the many ways people and goods get from one place to another, and also to familiarize them with some of the jobs related to the field of transporation. Through discussions, dramatic play, and art activities, children classified various means of transporation and became familiar with the various types of transportation vehicles. The students also played games in which they took such roles as pilot, truck driver, and navigator.

Segment 2 provided students with the opportunity to dramatize various transportation careers as a way of studying work environments, what workers wear and how they use their tools. The students dealt specifically with careers as fire fighters and learned about the training a fire fighter needs.

Segment 3 helped students learn about the many ways in which horses have been important to the history of transportation and familiarized the students with some of the jobs in a stable.

Adapted from materials submitted by the Cultural Education Collaborative, Boston, Massachusetts.

Toward a Common Goal

Agencies and organizations wishing to provide career education for Native American students have a handy resource tool: a manual prepared by the American Career Education Staff/Community Training Workshop. This manual, part of a series of materials developed by the Far West Laboratory for Educational Research and Development, San Francisco, lays out procedures for helping workshop participants make long-range career development plans.

The Staff/Community Training Workshop was written for teachers, counselors, career education specialists, administrators, parents, Native Americans, community representatives, and any others who provide support for the Native American Career Education Program, or who will be actively engaged in developing and implementing it.

The training workshop was designed as a basic orientation to career education. At the end of the workshop, participants:

- were able to define career education and tell why it is especially important for Native American students;
- were familiar with career education resources in the area;
- understood ways in which Native American community members can work with school staff on a career education program.

One section of the workshop manual describes the various groups of people who might be involved in developing and implementing a career education program; exercises are suggested that will allow participants to get a "feel" for what happens when members of various community groups try to work together.

The cooperation skills activity highlighted below required group members to harmonize and coordinate activities, observe group action, and stimulate other group members to work well.

Cooperation Exercise (30 min.)

Object of the Game – Combine puzzle pieces into five squares of the same size. Time limit – 15 minutes.

To prepare puzzle pieces:

1. Cut out five 6" x 6" squares from same color construction paper.
2. Draw a different pattern on each group to divide each square into three parts.
3. Mark a small letter in light pencil so that it can be easily erased later.
4. Cut out the parts of each square and put the pieces in five envelopes in this manner: Envelope 1-i, h, e; Envelope 2-a, a, a, c; Envelope 3-a, j; Envelope 4-d, f; Envelope 5-g, b, f, c.
5. Erase pencil letters and put envelope # on puzzle piece. For example, parts i, h, e would be named 1.

Directions:

1. Pick Watcher for group
2. Take the envelopes
3. Work with others in your group to use all puzzle pieces to make five squares of equal size

Rules:

1. No one may speak or write
2. No one may *take* a puzzle piece from anyone else
3. A person may *give* a puzzle piece to anyone else
4. Each group member must help

Watcher's Duties:

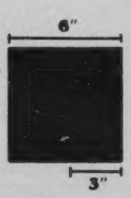
1. Watch how the group works together
2. Use the Score Sheet to keep track of talking, grabbing, inactivity, amount of time used, and success or failure of the group

The Watcher's Scoresheet

Name of Group Members	Penalty Points for Talking	Penalty Points for Grabbing	Penalty Points for Not Trying	**Total Points Lost**
1.				
2.				
3.				
4.				
5.				

Total Points Against the Group ☐

1.



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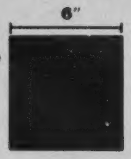

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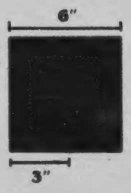

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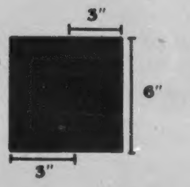

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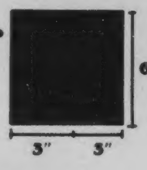


Taken from "Native American Career Education Staff Community Training Workshop Coordinator's Manual" submitted by the Far West Laboratory for Educational Research and Development, San Francisco, California.

References Unlimited

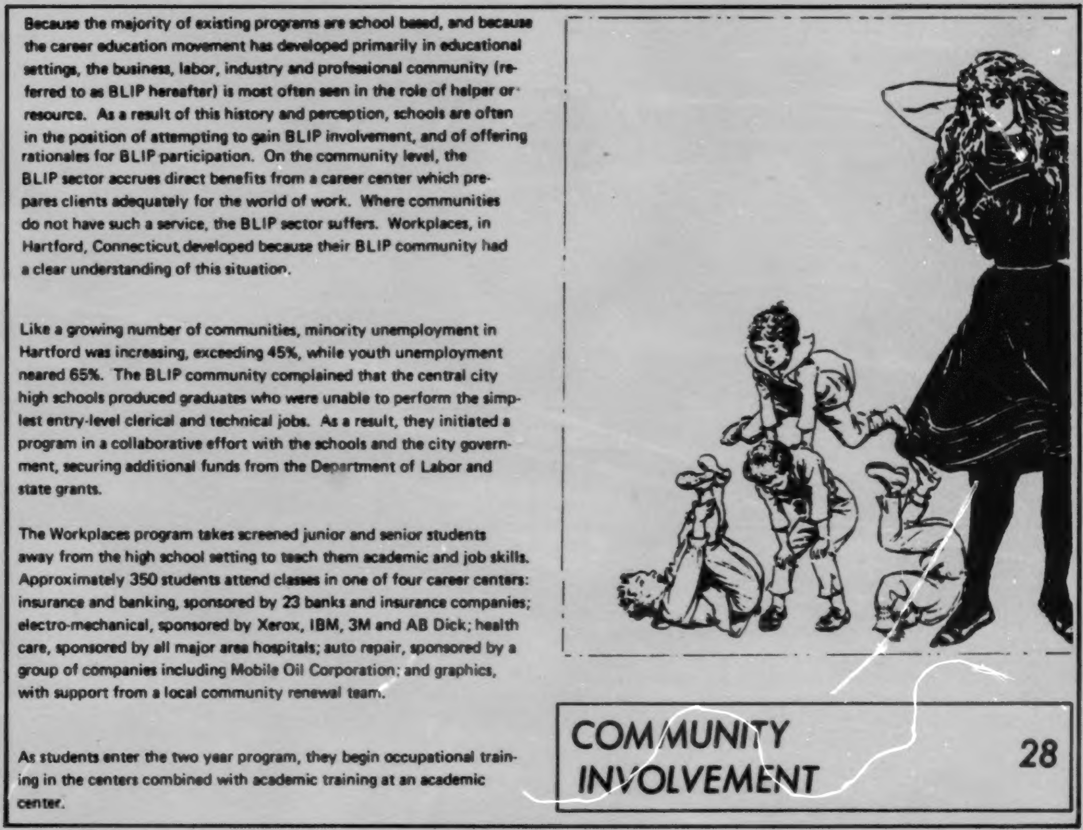
Because the "Catalogue of Possibilities," produced by the Industry Education Council in Burlingame, California, is a little book chock full of big ideas, one could become a believer of the "good things come in small packages" cliché. "A Catalogue of Possibilities" evolved from a national survey/catalogue process of "well known community career education centers"; the survey was conducted to collect ideas and experiences of different centers that could contribute to the development of a Community Career Education Resource Center (CCERC). This catalogue represents a wide range of services and agencies that have relevance to the development of a Community Career Education Resource Center.

The catalogue is divided into 10 major sections, including:

1. **Survey Catalogue Process**
2. **Introduction**
3. **Overview**
   - Linking Agencies
4. **Audiences**
   - Adults
   - Youth Out of School
5. **Services**
   - Occupational Information
   - Counseling
   - Speaker's Bureaus
   - Simulation
   - Evaluation
6. **Volunteers**
7. **Community Involvement**
8. **Operations**
   - Staffing
   - Housing
   - Advisory Committees
   - Costs
9. **Index**
10. **Feedback/Forum**

The index consists of a list of programs that respond to requests for information about existing activities and centers and includes all programs specifically referred to in the text. Therefore, should a reader desire additional information in any specific area, the cross reference will be particularly helpful.

A sample of the opening page for the Community Involvement Section is shown on this page.



Because the majority of existing programs are school based, and because the career education movement has developed primarily in educational settings, the business, labor, industry and professional community (referred to as BLIP hereafter) is most often seen in the role of helper or resource. As a result of this history and perception, schools are often in the position of attempting to gain BLIP involvement, and of offering rationales for BLIP participation. On the community level, the BLIP sector accrues direct benefits from a career center which prepares clients adequately for the world of work. Where communities do not have such a service, the BLIP sector suffers. Workplaces, in Hartford, Connecticut developed because their BLIP community had a clear understanding of this situation.

Like a growing number of communities, minority unemployment in Hartford was increasing, exceeding 45%, while youth unemployment neared 65%. The BLIP community complained that the central city high schools produced graduates who were unable to perform the simplest entry-level clerical and technical jobs. As a result, they initiated a program in a collaborative effort with the schools and the city government, securing additional funds from the Department of Labor and state grants.

The Workplaces program takes screened junior and senior students away from the high school setting to teach them academic and job skills. Approximately 350 students attend classes in one of four career centers: insurance and banking, sponsored by 23 banks and insurance companies; electro-mechanical, sponsored by Xerox, IBM, 3M and AB Dick; health care, sponsored by all major area hospitals; auto repair, sponsored by a group of companies including Mobile Oil Corporation; and graphics, with support from a local community renewal team.

As students enter the two year program, they begin occupational training in the centers combined with academic training at an academic center.

COMMUNITY INVOLVEMENT

28

Adapted from "A Catalogue of Possibilities," Industry Education Council of California, San Francisco, California.

Around the Town

The Career Education Program in the Bowling Green, Independent School System, Bowling Green, Kentucky was people-oriented and life-centered around the teacher, the student, and the person in the occupation. One program feature that city school staff members used to implement career education concepts and activities was the "Community Resource Guide." The guide lists approximately 100 local businesses, industries, organizations, and individuals whom teachers could contact for classroom speakers, field trips, on-the-job training experiences, and other information.

Community volunteers were solicited by in-house consultants who assisted in a mail-out procedure to randomly selected community businesses and individuals to participate in the project.

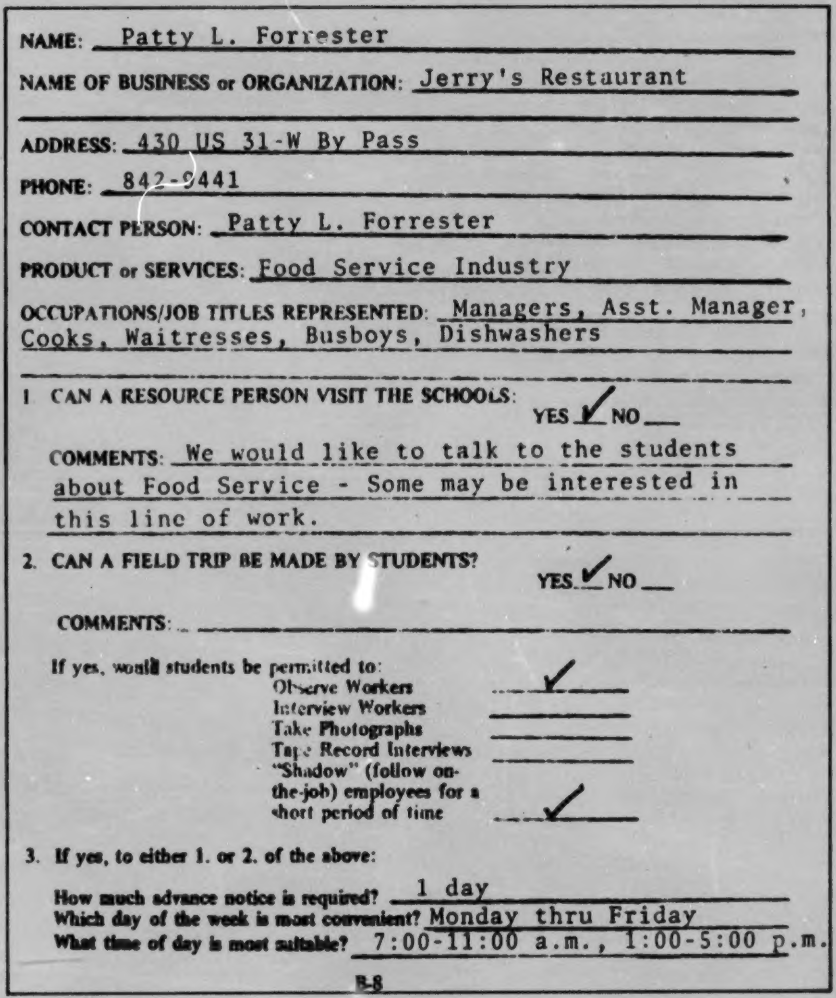
The selected resources received a "Community Resource Survey" form to complete if they wanted to be included in the "Community Resource Guide." A sample of the occupational resources available includes:

Banking
Cosmetology
Surgical supply sales
Office supply services
Real estate sales and services
Doll repair shops
Church-related services
Antique dealers
Broadcasting media

Students at Bowling Green Senior High School enjoyed work exposure experiences in a variety of occupational fields. As a result of the collaborative efforts between school and community, home economics students were involved in career education experiences at commercial food establishments as well as at child care centers, where the students practiced what they learned in the given areas.

The students in commercial foods worked two hours each day in school cafeterias or restaurants. They gained experience in **food preparation, planning, food storage, sanitation and clean-up, purchasing, record keeping.**

The Community Resource Survey form, filled out by personnel from Jerry's Restaurant, shows the information that was included in the guide. Note the occupational titles represented and the activities in which students would be involved. This information facilitated efforts by school personnel to arrange, with the students, successful career education experiences.



NAME: Patty L. Forrester

NAME OF BUSINESS or ORGANIZATION: Jerry's Restaurant

ADDRESS: 430 US 31-W By Pass

PHONE: 842-9441

CONTACT PERSON: Patty L. Forrester

PRODUCT or SERVICES: Food Service Industry

OCCUPATIONS/JOB TITLES REPRESENTED: Managers, Asst. Manager, Cooks, Waitresses, Busboys, Dishwashers

1. CAN A RESOURCE PERSON VISIT THE SCHOOLS: YES ✓ NO ___

COMMENTS: We would like to talk to the students about Food Service - Some may be interested in this line of work.

2. CAN A FIELD TRIP BE MADE BY STUDENTS? YES ✓ NO ___

COMMENTS: ___

If yes, would students be permitted to:

Observe Workers	✓
Interview Workers	
Take Photographs	
Tape Record Interviews	
"Shadow" (follow on-the-job) employees for a short period of time	✓

3. If yes, to either 1. or 2. of the above:

How much advance notice is required? 1 day
Which day of the week is most convenient? Monday thru Friday
What time of day is most suitable? 7:00-11:00 a.m., 1:00-5:00 p.m.

B-8

Adapted from materials submitted by Bowling Green Independent School Systems, Bowling Green, Kentucky.

The Community Cares

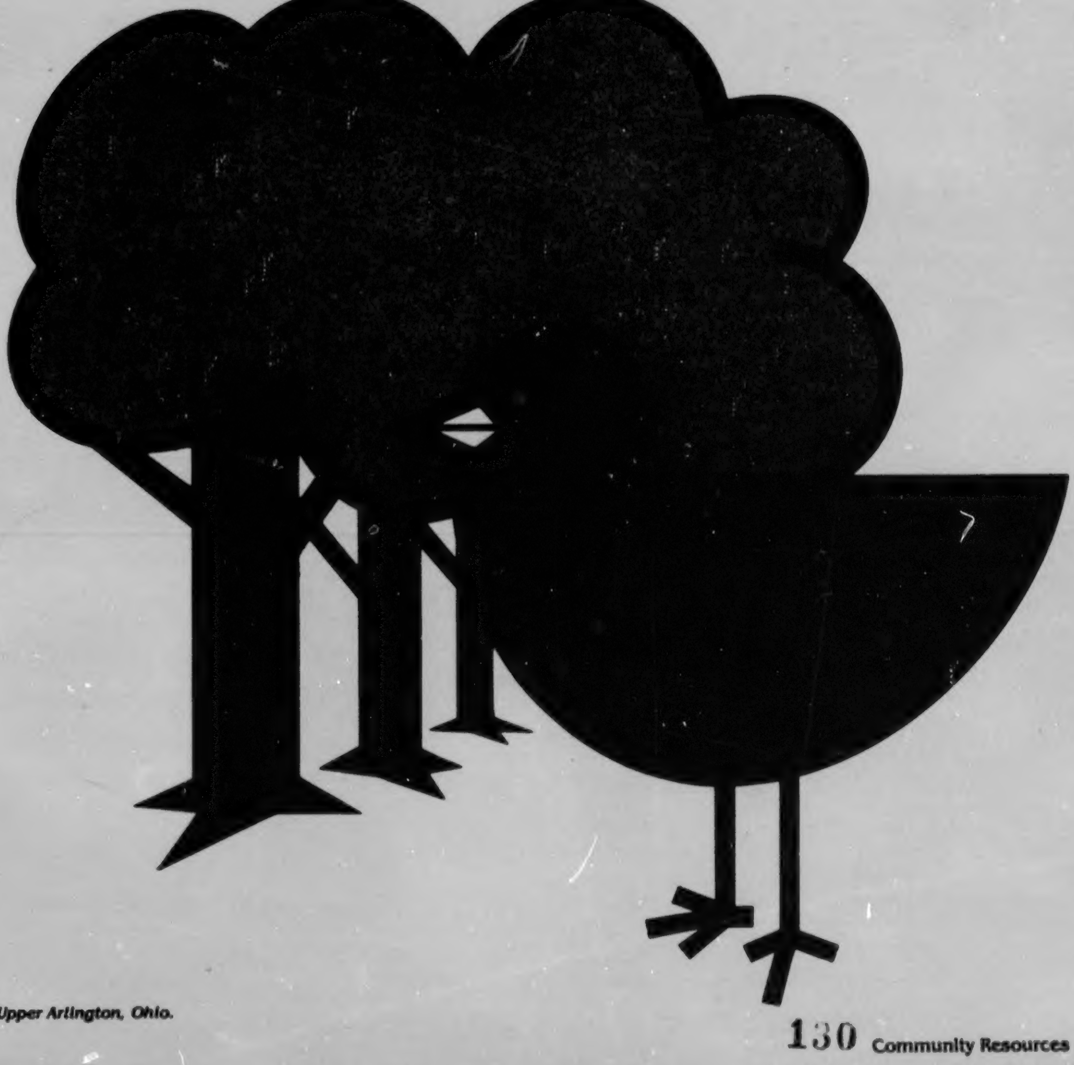
Career education in the Upper Arlington, Ohio, Public Schools, involved students in all grades in career awareness activities. As part of the focus on the community as a valuable educational resource, students were able to interact with Upper Arlington citizens who shared their experiences and expertise.

The work of an Ohio State University graduate student prompted a nature/science career exploration activity for one fifth grade class, who restored a "land lab" — a wooded area behind the elementary school — to life. The graduate student was writing a thesis on the control of starlings (the birds had recently plagued the immediate school area, making the area virtually unusable).

The teacher secured financial aid from the career education fund and encouraged the students to clean the area of animal and human debris and make the lab more educationally functional. The students constructed hiking paths, trail signs, and observation areas. When the rehabilitation was completed, the students gave nature tours to other students, sharing their interesting and authoritative knowledge of nature.

For senior high school students who wanted to know more about career choice, the local Rotary Club sponsored the third "Rotary World at Work Week"; 95 students spent a day with an accomplished person in their chosen career field. "Work Week" activities included:

- orientation meetings to clarify expectations; things to observe closely such as the work environment, relationships between co-workers, work habits and attitudes;
- student participation at a job site;
- conferences for follow-up evaluation; discussion between school coordinators and students of what the student gained from the experience;
- identification of steps to take to achieve career goals.



Taken from materials submitted by the Upper Arlington Public Schools, Upper Arlington, Ohio.

Counseling and Guidance

They "Khan Du" Too!

KHAN DU! is an apprentice to the wizard Abracus. They inhabit a cave with Victor, a pompous, talking television set. KHAN DU! travels through mirrors into the real world to help young people with disabilities solve problems.

These are some of the make-believe characters in the Austin, Texas KLRN/KLRU-TV career-awareness series designed for children aged 8 to 11. The programs are intended to: (1) improve all children's self-esteem relating to their career potential, though the messages are especially slanted for handicapped viewers, (2) increase awareness of and (3) improve attitudes toward handicapped persons.

The basic career education concepts and values that the KHAN DU! programs promote include independence, cooperation, contribution to school or other group efforts, the nature of work, and recognition of the wide variety of possible jobs.

Overall series concepts include:

- disabled people have the same abilities other people have;
- disabled people can be successful at a variety of jobs;
- work, paid and unpaid, gives life meaning and purpose; and
- work can be an extension of one's own interest.

Children with different disabilities share the set each week with the imaginary KHAN DU! and his pals. "Kate" has an orthopedic handicap; "Joe" has a learning disability; "Chris" is deaf and "Jean" has a visual impairment.

Adult role models who have disabilities similar to those of the title children are also woven into the scripts. For example, one of the characters, who is in a wheelchair as a result of childhood polio, appears in the sequence titled "Kate." Two adults with learning disabilities appear in "Joe." A deaf actress, who is also the director, is the role model in "Chris" and a visually impaired person appears in "Jean."

A detailed teacher's guide was developed by the Council for Exceptional Children for use with the KHAN DU! program series.

Results of the past year's KHAN DU! programs indicated that students showed statistically significant gains in information about the career abilities of handicapped persons and smaller gains in positive feelings about their own abilities.

Two deaf actors, Larry Smith and Liz Quinn, (center and right) try to convince KHAN DU! she shouldn't feel bad she doesn't understand signing.

Kate brings a magic machine under control with KHAN DU's! assistance.

Adapted from materials submitted by KLRN-TV KHAN DU, Southwest Texas Public Broadcasting Council, Austin, Texas.

Channels to Careers

Teachers, counselors and parents in St. Thomas, U. S. Virgin Islands used television to help their teenagers make decisions that could affect their careers. "Trools" – tools plus rules – is a 12-part televised career guidance program that was developed by the Island Resources Foundation; students' viewing was supplemented by a "Viewer's Guide" and a workshop designed to help parents, teachers and counselors guide and counsel the students.

The "Viewer's Guide" gave a preview of the career fields that were to be presented on "Trools" each week; it was published in two local newspapers. Parents and teachers were given the following tips for watching the farming, fishing and ranching segment:

- Encourage young viewers to talk about the interesting people they see and how many different jobs there are in the Virgin Islands.
- Listen carefully to each student to learn about individual differences.
- Help students make personal contact with the people in the show whom they found especially interesting.
- Discuss with young viewers how farming and fishing affect their families and the Virgin Islands.
- Encourage the viewing students to think about careers in the Virgin Islands ten years from now and what they need to do now to be part of that future.

A mid-series workshop was convened to give teachers, counselors and parents ideas about careers, free materials, and an opportunity to discuss the way "Trools" treats information. For schools with appropriate video-tape viewing equipment, the 12 "Trools" video-tapes were available to teachers and counselors on a loan basis following the televised presentations.

Pictured below are some of the community persons who appeared in one segment of the "Viewer's Guide."

Ray Thomas drives a gasoline truck and describes his work in TROOLS FOR TRANSPORTATION. This program also includes a taxi driver, boat captain and airplane pilot, among others.

This is commercial artist Linda Smith at work in her shop on St. John. She is in the program because she provides a special type of intercommunications in this community.

TROOLS FOR RECREATION shows tennis pro Evan Philips at work as well as interviews with a marathoner, a record producer, a musician, and a mockojumbi.

Adapted from materials submitted by the Island Resources Foundation, St. Thomas, U. S. Virgin Islands.

It's Never Too Late!

It's a big order to help adults who want to change their jobs, careers and lives, but Career Information Centers can accomodate these demands. Under the auspices of the College Board in New York, New York, adults were given personal career advice and information through the Adult Counseling and Resources Center at New York University, Fairfield Adult Career Education Services (FACES) at Fairfield University in Connecticut, and Future Directions for a Learning Society (FDLS), a College Board program.

Counselors at the New York University center provided individual services in:

- Life Planning
- Career Interest Testing
- Skills Identification
- Resumé and Interview Preparation
- Job/Employer Research

Workshops were available in career change or career planning, reentry, math confidence, and writing.

FACES at Fairfield University offers services for individuals and small groups:

- Career Information Workshop
  - Career Direction
  - Career Change
  - Study Skills for Reentry
  - Mind Over Math
  - Resumé Writing and Interview Skills
  - Job Strategies
- Personal Academic and Career Counseling
- Career Interest Testing
- Telephone Advisement

Through information and guidance, Future Directions for a Learning Society helped adults in transition connect career goals with educational opportunities. FDLS cooperated in setting up adult career information centers at Fairfield University and New York University to meet the needs for help with both educational and life/career transition.

To assist in the development of adult career information centers, the College Board published a guide and offered technical assistance for the development of adult career information centers.

"50 Ways to Give Yourself an Edge" (shown on this page) is one list used by New York University's Counseling and Resource Center to help adults who wanted to change their jobs, careers, or lives.

50 Ways to Give Yourself an Edge Using the Career Resource Collection

Here's a list – by no means exhaustive – to activate your job-finding skills. The job market requires more than qualifications. You must have clear objectives, sound self-knowledge, and practiced skill in job-finding techniques – in short, you need to give yourself an edge. The Career Resource Collection provides a place and the resources to do it.

How do you begin? Read this list over and check off tasks that you would like to work on. Then bring it to our Information Counselor. She'll show you how to get started.

_____ 1. Determine the relationship between your job value system and your career.
_____ 2. Use the Lifeline Exercise to clarify the role of your value system in your career over time.
_____ 3. Compute your personality/environment code and find careers that match it.
_____ 4. Use the fantasy exercise to create your dream job.
_____ 5. Complete a career evaluation worksheet.
_____ 6. Turn complaints, reports and frustrations into career goals.
_____ 7. Sort the Career Deck into key theme areas that will help you combine many fields of interest into a career target area.
_____ 8. Use the Career Exploration Process to create jobs that only you can do.
_____ 9. Find out what careers are recession-proof.
_____ 10. Target key jobs for yourself by using the Occuscan Screens to cross-index your interests, verbal and math skills, and educational level.
_____ 11. Examine detailed descriptions of job titles and tasks in your chosen field.
_____ 12. Review extensive career files.
_____ 13. Prepare an outline for conducting a career information interview with a professional in your field of interest.
_____ 14. Decide how much you should be paid.
_____ 15. Prepare an "I can" list of skills you can offer an employer.
_____ 16. Find out what stage of career change you are in and what services could be most useful to you at this point.
_____ 17. Use the Career/Life Planning checklist to decide how much of an edge you have in job-finding skills.
_____ 18. Estimate how long your career change may take and how much you should be prepared to invest in time and money.
_____ 19. Decide step-by-step how much effort you are willing to put into searching for a new job.

Adapted from "Important News About Adult Career Education Centers," The College Board, New York, New York.

Road Map to Careers

Virginia Western Community College in Roanoke, Virginia dedicated itself to serving the career-related concerns of all community residents in Roanoke Valley. The college offered a Career Life Development Center that provided free services ranging from individual counseling and vocational testing to a library of occupational and educational reference materials. An extensive selection of both occupational and educational information was available, also, through the computer interactive Guidance Information System.

A booklet called *User's Guide* was developed by the center to assist Roanoke high school students and adults in finding answers to frequently asked questions relating to jobs or careers and schools. In the *User's Guide*, these questions are classified as "Occupationally Oriented Questions" or "Educationally Oriented Questions." Shown below is an example of the 3-step process that Roanoke high school students and residents used to obtain answers to their questions:

Step 1

Occupationally Oriented Question
I think I'm interested in becoming a ____________________,
but what are some related occupations?
GIS, DOT, DOTF, B

Step 2

Occupational and Educational Resource Index
This index provides page numbers on which resource descriptions for the above question can be found and also labels the material "Occupational and/or Educational."

Step 3

Resource Description
Occupational and Educational Resources Index

The resources introduced by letter code in the previous section are listed below. Arranged alphabetically by code, this index provides page numbers on which resource descriptions can be found. In addition to detailing the information each resource provides, the descriptions also label the material "Occupational" (information dealing specifically with schools, training centers, or academic assessment).

For help in locating occupational and educational resources, use the Career Center floor plan provided in the back of this manual. And always feel free to ask a staff member for assistance.

Reference Code	Resource Title	Page Number
DOT	**Dictionary of Occupational Titles**	11
DOTF	**Dictionary of Occupational Titles Files**	12
ED	**Education Directory**	12
GIS	**Guidance Information System**	12 & 13

GIS *Guidance Information System*
Occupational – Educational

National information on occupations, colleges, and financial aid programs: updated every 6 months, accessed through computer terminal.

System can be used in two ways: (1) to directly obtain information about specific occupations, colleges, or financial aid programs, or (2) to identify possible occupations, colleges, or financial aid programs of interest by designating personal characteristics or preferences of importance.
Initially, help from a counselor or Career Center staff member will be necessary for implementation of this system. However, once basic commands become familiar, the user may access information without additional assistance.

Information available:

1. Occupational (File name – OCCU: 850 occupations detailed; over 1000 referenced) Includes job descriptions, training and qualifications, current employment outlook, salary range, personal characteristics and aptitudes, working conditions, related occupations, and sources of additional information. D.O.T. classification numbers given, making easy access to additional information in the D.O.T. files. (See DOT and DOTF listings) Also cross-referenced with 2-year and 4-year college files (GIS) for code in identifying sources of appropriate training.

Although the *Users Guide* is provided for Roanoke residents, center personnel are always available to answer additional questions and give assistance in using the resources.

Adapted from User's Guide, Career Life Development Center, Virginia Western Community College, Roanoke, Virginia.

Accept the Challenge

Trident Technical College (TTC) in Charleston, South Carolina sponsored the FACET/FACIT program to encourage women to consider training for many non-traditional careers in typically male-dominated professions.

FACET/FACIT stands for "Female Access to Careers in Engineering Technology" and "Female Access to Careers in Industrial Technology." The program has two parts, one for high school girls and the other for women beyond that age group.

High school juniors and seniors were eligible to apply for an exploratory, 8-week, summer course on careers in engineering technology. The class covered opportunities in the six engineering technologies offered at the college: architectural, chemical, civil, electrical, electronics, and mechanical. Juniors who completed the summer program returned to their high schools with elective credit at TTC. Seniors who completed the course could apply for admission to TTC as engineering technology students.

Women who had completed high school could apply for admission to TTC in the following fields:

- power mechanics
- machine tool
- air conditioning refrigeration
- industrial drafting
- electronic servicing
- welding
- auto body repair
- aircraft maintenance
- industrial electricity
- engineering technologies

A Career Exploratory Course was also offered by the project. The course objectives were to give the women an initial taste of the possibilities and expectations of each career area and to motivate them to pursue the further study of a particular non-traditional career. Whenever possible, women already working in each area talked to course participants about a particular job. Following the introduction to the career, the women participated in laboratory or shop activities, some of which are described below:

Power Mechanics The participants will balance wheels, set the ignition timing, and set the carburetor on a model V-8 Ford engine.

Machine Tools The participants will operate milling machines and engine lathes.

Electrical/Electronics Engineering Technology, Industrial Electricity, and Electronic Servicing The participants will view demonstrations on electrical safety, rotating electrical machinery, and home power distribution. They will conduct experiments using logic trainers and a color bar generator.

Aircraft Maintenance The participants will choose from a variety of possible activities including sheet metal work, fabric work, and tubing fabrication.

Auto Body The participants will straighten dents, remove paint, fill in dents, and spray paint using auto body parts.

Mechanical Engineering Technology The participants will conduct experiments concerning metallurgy, pneumatics, hydraulics, and engine parameters.

FACET

FACIT

Adapted from materials submitted by Trident Technical College, Charleston, South Carolina.

A Woman's Place

First-year college women in a university-based program were encouraged to pursue such non-traditional careers as banking, anesthesiology and architecture; they spent considerable time discussing the sociological, psychological, emotional, and financial implications of and impediments to such choices. New York State University at Cortland offered a two-credit course, intensive and personalized academic advisement, and planned interaction with women faculty and speakers who served as role models.

The full semester course required the women to: (1) maintain a group log that involved compilation of weekly reports concluded with analytic summaries that covered weekly readings, lectures, films, and guest speakers by several students (an individual diary was kept by participants the second semester); (2) complete an in-depth field study of one career option based upon literature in the field and interviews with at least three people in that field (students were to include their own vitae, letters of application and a paper relating to their career expectations with this project); and (3) develop a four-year curriculum plan.

Students met with women advisors for an average of ten hours per semester to explore their interests, goals and career options.

As can be seen from the outline reprinted here, the faculty and speakers represented a number of academic disciplines, professions, and business occupations, including the Armed Forces.

A portion of the spring semester course outline is reproduced below.

Sociology 396-03 ***Life and Career Choices for Women*** ***Spring 1976, Sperry Center, 7-9:00 pm***

Course Outline

February 5	**Introduction** Explanation of course objectives, requirements, and format. Introduction of home staff and reports by home staff on entry into non-traditional careers.
February 12	**Factors Affecting Achievement** *Lecture:* Dr. Alice Walker, "Psychological Factors Influencing Success." *Lecture:* Dr. Roxanne Brooks, "Marital Status as a Factor in Career Achievement." *Lecture:* Dean Susan Scales, "Do Blue Booties Make the Difference?"
February 19	**Women in the Past** *Film:* The Emerging Woman *Lecture:* Dr. Roger Sipher, "History of Women in the U. S."
February 26	**Current Legal Status of Women** *Lecture:* Judge Betty Friedlander, "The Rights of Women."
March 5	**Women and Marriage: The Ideal and the Real** *Lectures:* Dr. Charles Buchler and Dr. Marilou McLaughlin, "The Romantic and Courtly Traditions." *Panel Discussion:* Home Staff, "The Problems of Married, Working Women."
March 12	**Careers in Banking and Insurance** *Lecture:* Cathy Dickinson, Manager Citizens Savings Bank, "Careers in Banking." *Lecture:* Lenore Allen, Casualty Claims Representative for Aetna Life and Casualty, "Careers in Insurance."
March 19	**Cortland Graduates in Atypical Fields** *Panel Discussion:* Naomi Leff, Architect-Designer; Gloria Lehrman, Manager of Love of Pets; and Ensign Valerie Bruce, Fourth Naval District.
April 2	**Careers in Health Related Areas** *Panel Discussion:* Dr. Pauline Mielock, Anesthesiologist; Helen Anderson, Director of Planned Parenthood, Syracuse; Eileen Van Dyke, Physician's Assistant; and Marilyn Zado, Head Nurse, Emergency Unit Cortland Memorial Hospital.

Adapted from materials submitted by the State University of New York, College at Cortland, Cortland, New York.

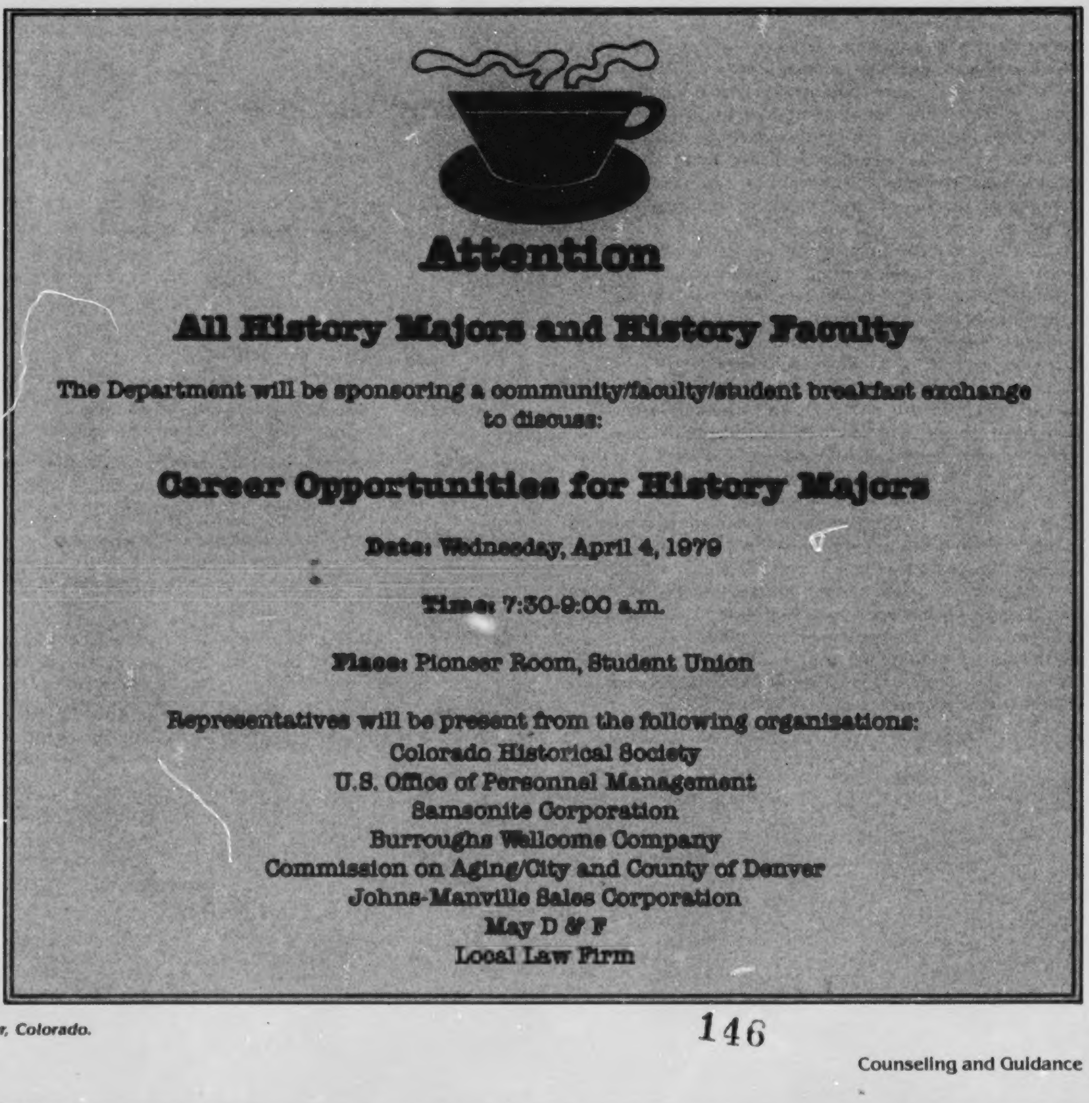
The Campus View

The major purpose of the Academic/Career Education project at the University of Denver was to improve students' awareness of the career implications of majoring in the various liberal arts and sciences. The project coordinators worked directly with academic department chairpersons and faculties to encourage them to engage in career-oriented activities such as special courses and units, surveys, luncheon programs, and campus-wide colloquia.

One activity was a community/faculty/student breakfast sponsored by the History Department. Guest speakers representing various organizations attended and discussed career opportunities for history majors. A reproduction of the "Breakfast Bulletin" appears here.

Program staff developed a wide selection of career awareness materials that contain information about occupational opportunities in such fields as:

- Anthropology
- Political Science
- Sociology
- History



Attention

All History Majors and History Faculty

The Department will be sponsoring a community/faculty/student breakfast exchange to discuss:

Career Opportunities for History Majors

Date: Wednesday, April 4, 1979

Time: 7:30-9:00 a.m.

Place: Pioneer Room, Student Union

Representatives will be present from the following organizations:

Colorado Historical Society
U.S. Office of Personnel Management
Samsonite Corporation
Burroughs Wellcome Company
Commission on Aging/City and County of Denver
Johns-Manville Sales Corporation
May D & F
Local Law Firm

Adapted from materials submitted by the University of Denver, Denver, Colorado.

Focus on Females

Senior high school girls in Great Falls, Montana have become acquainted with career opportunities outside of traditionally female jobs through a career education project coordinated by the Great Falls Public Schools career and vocational education department.

Counseling on potential problems and conflicts women find in entering male-dominated careers and in combining family and career has been an integral part of the project. To reinforce the counseling, the staff viewed a wide variety of print and audio-visual materials to select bias-free career materials that would be placed in each school's career information centers. Instructors were notified when career materials related to their subject areas were available in the schools or media centers.

Workshops for all school counselors and department chairpersons were also conducted as part of the project. These workshops provided information on ways to expand the range of occupational choices open to students and to explore the influence that teachers and counselors exert in the occupational choices and lifestyles of their students. Printed materials were distributed to all teachers and counselors to help increase their awareness of the roles they play in reinforcing traditional notions of what appropriate job choices are for men and women. The check-list shown below was used to help professional educators answer the question, "What are kids learning from me that I don't know I'm teaching?"

Teacher Self-Check List

"What are kids learning from me that I don't know I'm teaching?"

In the Classroom

1. Who participates more in your class – males or females? What kinds of participating do they do? Who asks questions? Who is responsive in discussions?
2. If you teach elective courses, are they predominantly of one sex? Why is this so?
3. What are your behavioral expectations for the girls in your class?
   What standards of achievement do you hold for them? Are these different from your expectations for boys? In what way?
4. For what behaviors do you punish or express disapproval? Are they different for males and females?
5. What behaviors do you reward? Are the standards different for males and females?
6. Do you have areas in your room (or do you design activities) that attract more of one sex than the other? How are they different?
7. Who does the heavy chores in your classroom? (carrying books, etc.) Who does the secretarial chores? (collecting papers, writing on the board, etc.) Do you consciously avoid assigning tasks on the basis of sex?
8. Are the examples you use in discussions mostly female or male? Do you categorize males and females as doing certain activities or having certain personality traits? Do you routinely use only male pronouns?
9. How do you feel about girls who aren't pretty? What about boys who aren't athletic? How do you feel about girls who are athletic? What kind of relationships do you have with students who don't fit the common stereotype?
10. Do you give verbal cues that express your feelings about "proper sex-role behavior?" Ex., "Girls should . . .," "A real man wouldn't . . .," "Big boys don't . . ."
11. Do you refer to your students by their sex "boys and girls?" What alternatives can you think of?
12. If students choose seats, what patterns do you see? Do female students cluster around a male teacher or vice versa?
13. How do you respond to sexist (or racist) remarks made by students to each other or about a group? Do you use the term "women's libber" (rather than "feminist")? Do students in your classes treat the women's movement as a serious reform movement? Do students in your classes see the civil rights movement as a legitimate reform movement?

Your Personal Image

14. What kind of role modeling do you do? Do certain types of students seem to identify with you?
15. How would you describe – your dress, smile, verbal expression, body language, energy level, etc.?
16. What is your style of interaction with girls and with boys? With male teachers and with female teachers? With administrators?

Adapted from materials submitted by the Great Falls Public Schools, Great Falls, Montana.

Doing Double Duty

One of the major objectives of the National Council of Teachers of English (NCTE), in Urbana, Illinois, has been to inform its members about career education concepts and help them clarify the relationships between the goals of career education and the goals of English instruction.

Materials published by NCTE are available to both its members and non-members. These publications include a collection of essays by English educators and others interested in English and career education, and a teacher's handbook containing ideas for integrating career education into English instruction.

Some of the career education activities suggested in NCTE materials include:

A Career Bulletin Board Make a permanent bulletin board to display all the careers discussed throughout the year. Include field trip observations, speakers, parents' jobs, pictures of people at work, tools, descriptions of the job or subject area. Make it a student project to see how many different careers can be found.

A Guest Book Have students devote a page or two to each speaker during the year, including a picture of the speaker, occupation, and brief summary of the information presented.

A Year Book Collect information throughout the year; begin in the first weeks of school. Include field trips, speakers, information about each student, school events, group prizes, etc.

A Speaker of the Week Tie in various subject areas with careers and have students decide which speakers they would like to hear in a special period each week. Students develop a sense of responsibility, good listening (and recording) skills, interview techniques, and relationships between school and "the real world."

Name

Purpose

Topic

Notes

Taken from "Activity Idea Bank (Curriculum Guide)," National Council of Teachers of English, Urbana, Illinois.

What's the Big Idea?

A handbook full of ideas for integrating career education into the teaching of English was created by the National Council of Teachers of English (NCTE) in Urbana, Illinois. *Career Education and English, K-12: Ideas for Teaching,* is a collection of ideas submitted by classroom teachers, supervisors and administrators whose work relates directly or indirectly to the teaching of English. Curriculum guides, curriculum materials and commercial books were other sources used by NCTE to develop the handbook.

Shown below are examples of some of the activities:

Understanding Company Benefits and Policies

As high school juniors and seniors prepare to take jobs after graduation, they will need to be able to read and understand the job literature that they will receive upon employment. Teachers can provide students with examples of company brochures which relate to health insurance and sick leave, retirement, employee credit unions, on-the-job education, vacation policies, general personnel policies, union activities, and recreation and health programs sponsored by the company. English teachers can invite the teacher from the department of business (accounting, bookkeeping) to talk to their classes about the legal and technical terms that are frequently contained within such brochures.

This activity can acquaint students with both their rights and their responsibilities as employees and can provide first-hand experience at seeing a vast array of company materials that are representative of most firms.

Life, Literature and Careers

The following is a list of books, suitable for senior high school students, that easily relate the stories of people in various professions. Many activities can be designed around these and similar books; here are a few suggestions:

1. Students can choose several poems, short stories or novels on the list that portray a particular profession and analyze the depiction of the profession and the character involved. Students can examine how the choice of profession was determined by the character's lifestyle and whether the depiction in literature is still relevant for today's realities or those of the near future. They can also examine the attitudes, beliefs, values and orientation of the characters in the profession.
2. Students can identify the career they hope to have and then search for traditional or contemporary literature (fiction or poetry) in which that career is portrayed. They can use the reference books in the school or public library and ask for the assistance of librarians during their research. They should also visit bookstores to look for current books. Additionally, students can talk to people currently in the profession for suggestions of books to read.
3. Students can share with their classmates the results of their study in either an oral or written report and tell where they obtained their information, what they learned, and how they now view the profession.
    1. **The Assistant,** Bernard Malamud (small business – grocery store owner)
    2. **The Last Hurrah,** Edwin O'Connor (professional politics)
    3. **Facing the Lions,** Tom Wicker (newspaper business)
    4. **He,** Katherine Ann Porter (mother)
    5. **The Egg,** Sherwood Anderson (chicken farm and small restaurant owner)
    6. **The Patented Gate and The Mean Hamburger,** Robert Penn Warren (running a diner)
    7. **Flowers for Algernon,** Daniel Keyes (medical professionals)
    8. **The Secret Life of Walter Mitty,** James Thurber (you name it)
    9. **A Visit of Charity,** Eudora Welty (nursing home personnel)
    10. **The Bell Jar,** Sylvia Plath (journalist and psychiatrist)
    11. **The Fountainhead,** Ayn Rand (architect)
    12. **The Taking of Pelham One, Two, Three,** John Godey (transportation management)

An extensive bibliography of general career education materials and materials specifically related to English and career education is also included in the handbook.

Adapted from "Getting Started: A Guide to Writing Your Own Curriculum, The Pennsylvania Guide for Instructional Improvement through Career Education," New Directions in English, *Oklahoma State Department of Education, Stillwater, Oklahoma, and other materials submitted by the National Council of Teachers of English, Urbana, Illinois.*

Get Down to Business

A task force of teachers and counselors in Palatka, Florida developed a competency-based curriculum that conforms to Florida state guidelines for business education. With the assistance of the staff of the Northeast Florida Educational Consortium, the regular curriculum was infused with career education concepts so that the gap between the world of school and the world of work might be bridged. The program, entitled "ICE-LAB: Infusion of Career Education for Low Achievers in Business," has been pilot-tested in business education classes in two Florida counties.

Thirty-three lessons were developed in seven Duty Areas (occupational areas having similar competency requirements) that include information related to various occupational fields. The materials relating to a specific Duty Area include:

- A Career Sheet to introduce the student to the work opportunities in a particular skill field.
- Modules or lessons dealing with specific competencies. The modules include student activities, each with an accompanying evaluative instrument.

At the end of the course, an extra lesson was provided to reinforce career and self-awareness. The curriculum materials were designed to be visually attractive to the students, adaptable to all grade levels, and suitable for individualized instruction.

An example of the activities from the Duty Area of Human Relations is included here. The students' first task was to complete the Personality Words Test to identify personal characteristics that would be beneficial on a job. The answers to the test appear on the Personality Words List, which further instructs students to demonstrate understanding of the personality words by using them in original sentences.

Personality Word Test

Directions: Match the definition to the personality word and write the letter of the word on the blank line.

Words	**Definitions**
a. courtesy	____ 1. means to be calm.
b. ambition	____ 2. means you can change when you need to.
c. enthusiasm	____ 3. means you are able to control the way you feel and the way you act.
d. initiative	____ 4. means you can be trusted to do a job well.
e. dependable	____ 5. means to be fair and truthful.
f. honesty	____ 6. means you are polite to others.
g. self-confidence	____ 7. means you are able to go ahead on your own.
h. adaptable	____ 8. means you try hard to get ahead.
i. poise	____ 9. shows you believe in yourself.
j. self-control	____ 10. shows a real interest in what you are doing.

Can you put these words in a sentence?

Personality Words

Courtesy – means you are polite to others.
Ambition – means you try hard to get ahead.
Enthusiasm – shows a real interest in what you are doing.
Initiative – means you are able to go ahead on your own.
Dependable – means you can be trusted to do a job well.
Honesty – means to be fair and truthful.
Self-confidence – shows you believe in yourself.
Adaptable – means you can change when you need to.
Poise – means to be calm.
Self-control – means you are able to control the way you feel and the way you act.

Taken from material submitted by the Northeast Florida Educational Consortium and Teacher Education Center, Palatka, Florida.

Getting Their Acts Together

A Teacher Advisory Committee was created as a means to ensure that secondary school students would have an opportunity "to explore and clarify the multitude of avenues available for each individual in search of a satisfying life." The Columbia County School System in Appling, Georgia implemented this Teacher Advisory System to incorporate career guidance as an integral part of the classroom curriculum rather than treating it as a separate, supportive service.

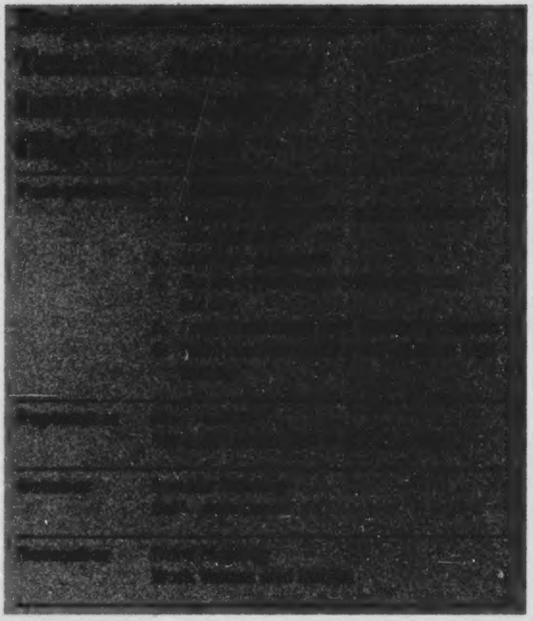
In grades 8 and 9, emphasis was placed on values clarification, decision-making and career exploration. The same concepts are again incorporated in grades 10, 11 and 12; however, greater emphasis is placed on career choice and career selection.

Steps to implement the Teacher Advisory System are listed below. (These steps may be initiated jointly by the counselor, principal and director of career education, if desired.)

1. Develop the program to meet the needs of the particular school situation and students as discussed with the principal.
2. Discuss the program and obtain the input of a Career Education Advisory Committee composed of faculty members.
3. Submit the final plan for implementation to the principal.
4. Review the implementation procedure with the faculty after the program is defined.
5. Assign teachers as advisors to a group of students based upon the individual needs of the school, the students and the goals of the program.
6. Distribute rosters of students and meeting schedules to each teacher advisor.
7. Distribute Teacher Advisor Activities Handbooks and conduct an in-service meeting on its use in Teacher Advisory Meetings.
8. Teacher advisors should be encouraged to work with the counselor and Career Education Resource teacher in utilizing career education instructional materials and community resources.
9. Staff development activities should be carried out with teachers prior to each Teacher Advisory Meeting.
10. Consult with the Director of Career Education concerning needed staff development activities.

At least two program evaluations by students and two evaluations by teachers should be conducted during the Teacher Advisory year.

Shown below is a sample page of the "Suggested Agenda for Teacher Advisory Implementation – High School."



Adapted from "Guide for Implementation of the Teacher Advisory System," Columbia County School System, Appling, Georgia.

Age is Only a Number

Young students in the Upper Arlington, Ohio Public Schools get early practice in making career decisions through a program of career education activities at all grade levels.

One exemplary activity was the Jones-Village Partnership program in which 25 eighth graders from Jones Junior High School completed projects involving 50 senior citizens at First Community Village, a nearby retirement center. The program cultivated a learning partnership between two generations and was the first pilot activity of Project World (Working on Real Life Data). Project World is designed to implement "learning by doing" at Jones Junior High.

The program replaced the students' regular English and American history curriculum for five weeks. However, students studied language arts and social studies through such assignments as keeping daily journals, taping "oral history" interviews with residents, and writing reports of the students' simulations of physical disabilities common among older persons.

The activities were also designed to help students explore their own talents and gain exposure to the wide range of job tasks associated with a major facility like the Village.

Additional student goals were:

- to gain a greater appreciation of the past and present contributions of older people in society;
- to discover and affirm good things about themselves and to practice sharing these assets with others;
- to explore career opportunities that involve working with older persons;
- to examine various living options for older persons, with a retirement center as one focus; and
- to develop skills of group planning and decision-making.

A typical week for students in the program involved the following activities:

- a seminar led by Village staff to give students information about the aging process;
- visits to a particular resident on a weekly basis, then return to a central location for group discussion;
- group activities – some serious, some recreational; and
- a seminar at the school with coordinating faculty to evaluate the previous week's experience.

Taken from materials submitted by the Upper Arlington Public Schools, Upper Arlington, Ohio.

Centers of Interest

A major goal of the career education project implemented by the Jefferson County Public Schools, Louisville, Kentucky, was to train school staff members so that they could integrate career concepts with the traditional academic teaching/learning process. The approach included the creation of interest centers where visitors could browse and explore a number of ideas and possibilities.

An interest center differs from a learning center; the latter is designed to teach a specific skill, while an interest center is intended to stimulate interest and promote enthusiasm in various areas.

Here are some ideas for setting interest centers in classrooms or career guidance centers.

Let Your Fingers Do the Walking to a Career – Cut squares for the background from the yellow pages of an old phone book. Paste these on a large piece of poster board, and cut out pictures of workers from magazines to paste on top of the yellow pages. This activity can also be made into a learning center activity by placing a phone book near by and having activity cards or worksheets that direct the children to look up things in the yellow pages.

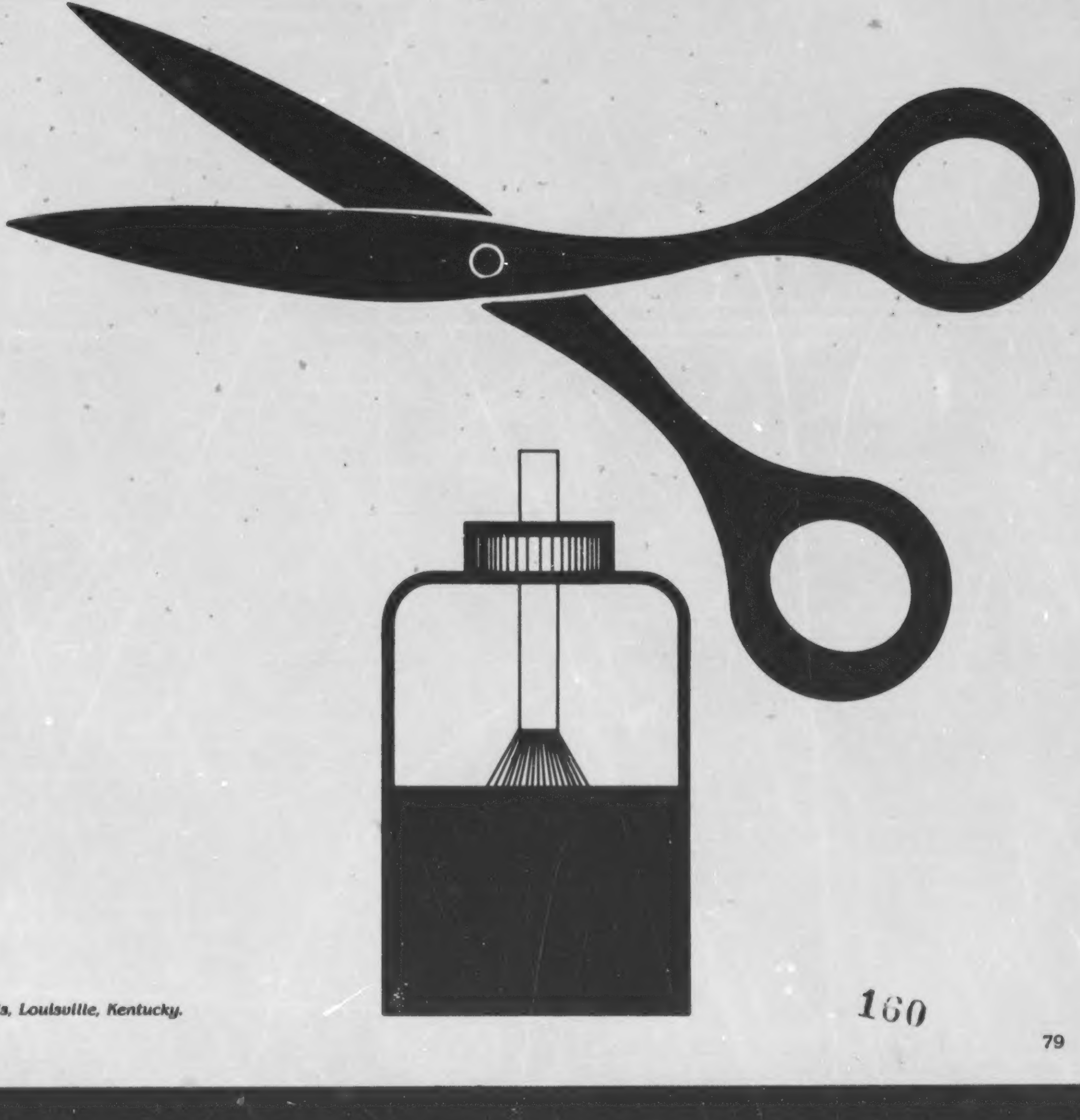
What Worker Uses this Tool? – Display a different tool every day, such as a ruler, hammer, rake, chalk, etc. Let students tell or write or simply think about how many workers would use that particular tool.

What Workers Made This? – Display a picture of a structure (bridge, house, zoo, etc.). Let students discuss, write, or simply think about all of the workers who might have helped to build the structure.

Workers from A to Z – On a large poster board, put the letters of the alphabet. Let students look through magazines, newspapers, etc., to find as many worker names as they can that begin with each letter. Students could do this in their free time or even at home, and contribute the workers they find to the interest center.

Collages

Workers Who Use Math
Workers Who Use Reading
Outdoor Workers
Why People Work
Pictures of Non-stereotyped Workers
Leisure-time Activities



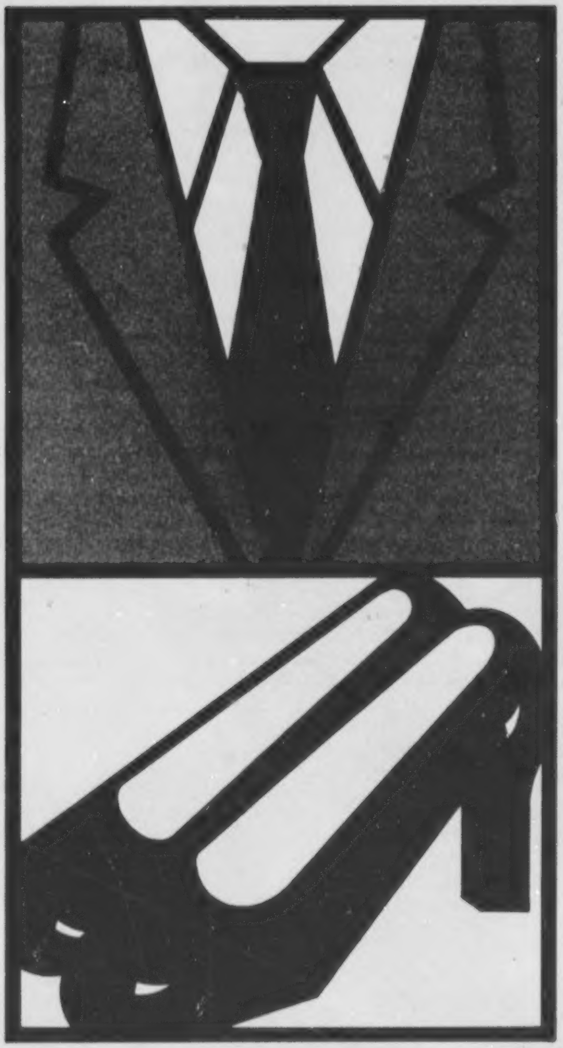
Adapted from materials submitted by Jefferson County Public Schools, Louisville, Kentucky.

Getting Ready

The Career Awareness Education Program, directed by the Urban League of Greater New Orleans, Louisiana, has devised career education experiences and activities to increase students' self-esteem, their awareness of career opportunities, and attitudes towards careers; and increase their proficiency in job application procedures.

To meet these two major goals, students interviewed for jobs, filled out various types of employment applications, participated in role-playing and group-guidance sessions, viewed films, and completed assignments in workbooks.

One of the group-guidance activities was an interview "clinic" that emphasized techniques for making a good impression during job interviews. Students were provided with a "tip" sheet that gave suggestions for preparing for an interview. One sheet was addressed to women, the other to men. Copies of the tip sheets appear below.



Tips on Personal Appearance and Attitude for Women

1. Be neat and clean. Wear clean clothes that are right for the job.
2. Don't use too much makeup and perfume.
3. Your hands and fingernails should be clean. Avoid extra long nails and bright nail polish.
4. Select jewelry suitable for working hours. Avoid flashy earrings and bracelets.
5. Choose a neat, becoming hairstyle.
6. Be sure your clothes are in good condition. Avoid tight, extremely short skirts. Wear hose and shoes with heels if you are applying for office work.
7. Don't chew gum or smoke, even if you are offered a cigarette.
8. Be alert. Show a real interest in the job you are asking about.
9. Use good manners. Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.
10. Try not to show your nervousness when you talk with someone about a job. Some nervousness is expected.
11. Develop and use a pleasant speaking voice.

Tips on Personal Appearance and Attitude for Men

1. Be neat and clean. Have your hair combed.
2. Be clean shaven and have a neat haircut.
3. Shine your shoes and be sure they are in good shape.
4. Wear clean clothes that are in good condition and right for the job.
5. Have clean hands and fingernails.
6. Don't chew gum or smoke when you meet someone about a job.
7. Be friendly but not too eager. Don't be afraid to smile.
8. Be alert. Show a real interest in the job you are asking about.
9. Use good manners. Be courteous. Say "thank you" for services and attention given to you.
10. During a job conversation, try not to show your nervousness. Relax; some nervousness is expected.
11. Develop and use a pleasant speaking voice.

Taken from materials submitted by the Urban League of Greater New Orleans, New Orleans, Louisiana.

CEIS-
Center of Communicators

"The experience and guidance I've received at the Penn Center will be a big boost in my career. I plan to go to college to major in commercial art and because I have already been exposed to many of the aspects of commercial arts, I'm a step ahead."

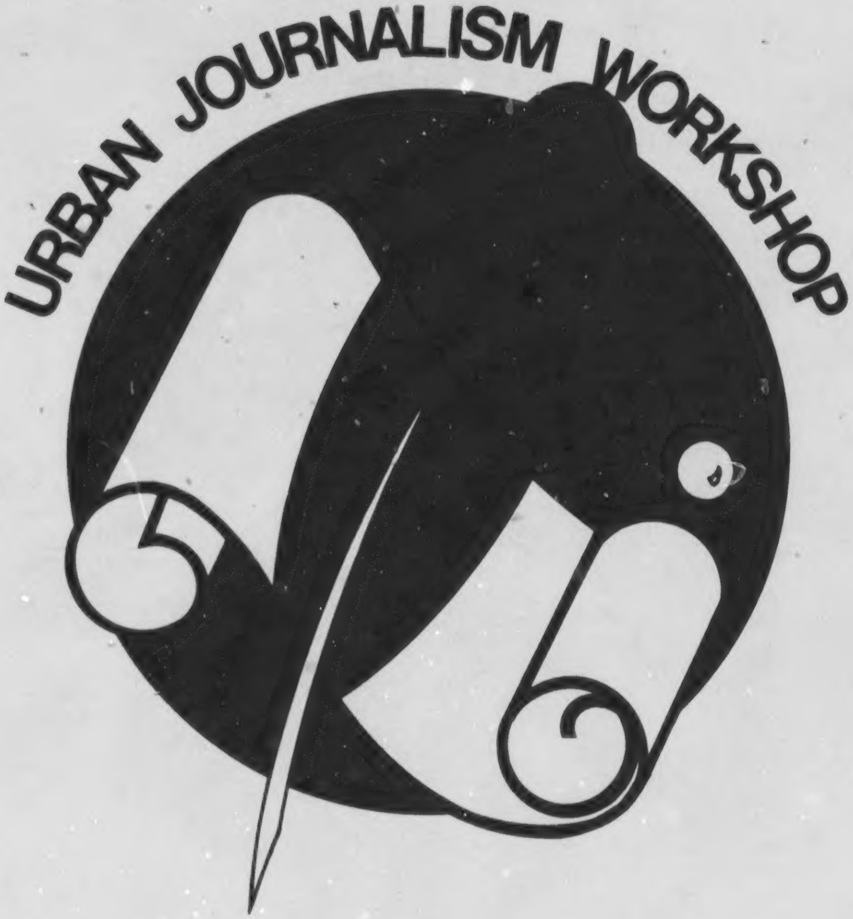
Similar words could have been echoed by any of the 60 to 70, 9th-12th grade, low-income, minority students who were enrolled in the Lemuel A. Penn Career Education Information and Skills (CEIS) program in Washington, D.C. And it's probably due to the abundance of opportunities CEIS students had to explore careers in graphic design, architectural drafting, advertising art, creative writing, journalism, printing, typesetting, audio visual equipment operations and many others.

When students are not attending any of the CEIS's half-day classroom sessions, they:

- visit local agencies engaged in graphic art, journalism, utility and business;
- acquire job-related information from invited speakers representing various businesses in the community;
- role-play in small groups to strengthen employability and decision-making skills and self-concepts; and
- develop mathematics and reading skills, which are necessary to achieve success in occupational areas of interest through the Computer Assisted Learning Program.

The Computer Assisted Learning Program enables students to receive individualized instructions, maintain records of their progress, and pinpoint learning deficiencies. It also provides diagnostic information for the teachers. Students' lessons are presented to them through a terminal that has been programmed to recognize the students by name, their identification numbers and their levels in reading and mathematics. When the computer presents a question to the students, they select an answer and are given immediate feedback on whether it is correct.

Students are allowed to move to another level when they acquire a competency level of 90% to 100% in their academic curriculum areas. The CEIS reading teacher-coordinator says the Computer Assisted Program epitomizes the practical assets of competency-based curriculum. A student evaluated the program by saying he found out things that he did not know.



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Adapted from Mahogany Magazine, Vol. 2, No. 10, Jan. 21, 1979, and materials submitted by the Lemuel A. Penn Career Development Center, Washington, D.C.

It's a Family Affair

The Jefferson County Schools in Monticello, Florida "believe in kids." They also believe in getting parents involved in counseling and guiding their children. Therefore, they collaborated with the Jefferson County Title I Program to devise a way to reinforce these beliefs. One approach was to ask parents to help in career education: a synopsis of the letter below tells what they asked: *"Career education has come to our school. Most children see themselves as working some day. Career education is designed, therefore, to help children become aware of the many jobs and careers. Career education is also designed to help children develop both positive attitudes toward work and good work habits that should carry over into their adult working lives. Finally, career education helps them understand that learning takes place in places other than the classroom.*

"You can play an important part in helping your children learn. How? Just by learning about and showing interest in their career education activities. You can become directly involved in these activities.

Here are some of the ways you can help at home:

- *Talk with your children about your work and about how school helped you in your job.*
- *Talk about how work looks on T.V. Does T.V. 'tell it like it is?'*
- *Develop your own ideas for helping your children. We will be happy to discuss them with you.*

Thank you for your help. Working together, we can make career education important to your children."

The letter was signed by the career education project director.

To encourage parents' attendance at workshops designed to inform them of methods and techniques for counseling and guiding children, the school board offered "Mini-Stipends" of $15 to each family that attended 3 out of 5 workshops during the year. A sample of the "contract" form is shown on this page.

Jefferson County Title I Parent Workshops
Jefferson Elementary School

1978-79 School Year

September 12, 1978

Statement of Agreement

This is a STATEMENT OF AGREEMENT entered into between the Jefferson County Career Education Project, "I Believe in Kids," a federally funded project of the Jefferson County School Board, and the parent(s) whose name(s) is signed below:

Mr. and Mrs., Miss, Mr., Ms. or Mrs. ____________________

of the ____________________ **Household of Jefferson County, Florida.**

The Jefferson County Career Education Project, "IBK," in collaboration with the Jefferson County Title I Project, agrees to pay to the parent(s) named above a stipend of $15 provided they meet the following conditions:

A. Attend and participate in three (3) out of the five (5) Title I Parent Workshops to be held at Jefferson Elementary School during the 1978-79 school year.

B. Accept materials distributed by the Jefferson County Career Education Project during the 1978-79 school year.

It should be clearly understood that in order for a stipend to be paid, an *adult* member of the above named household must attend and participate in not less than three (3) of the workshops mentioned in #A above.

____________________, **Director/Names of Parents**

Jefferson County Career Education ____________________

Address: ____________________

____

Telephone: ____________________

Adapted from materials submitted by the Jefferson County Schools, Monticello, Florida.

See Yourself

The Career Skills Assessment Program (CSAP) initiated by the College Board in New York City, helped individuals and institutions meet new challenges in career development. A five-state (Georgia, Maryland, Minnesota, New Jersey, Ohio) Career Education Consortium organized by the College Board worked to identify those skills most central to successful career development, and to provide the means for assessing students' competency in these vital skill areas.

The program guided students toward insights into career planning and decision making. Through the program, a base was established for counselors, teachers, and administrators to evaluate the extent to which learners mastered career development principles. CSAP gave individuals tools for self-guidance and gave counselors and teachers instruments for assessing the students' skills.

The Career Skills Assessment Program consisted of six separate self-assessment areas:

- Self-evaluation and Development Skills
- Career Awareness Skills
- Career Decision-making Skills
- Employment-seeking Skills
- Work-effectiveness Skills
- Personal Economics Skills

The materials in each skill area were designed to be used in any order to meet the specific needs of students. Each skill area included an "Exercise Booklet" and "Response Sheet," and an individual "Self-Instructional Guide."

The flexibility of the design of the skill area materials permitted students to use them in a variety of ways. Data collected were used effectively to:

- measure student needs in career skills and monitor subsequent progress;
- assess overall career program needs;
- enhance career counseling;
- identify bases for curriculum development and/or instructional emphasis;
- pinpoint bases for staff development; and
- evaluate program effectiveness.

Here's how CSAP works....

Step 1: Individuals use "Exercise Booklet."
Step 2: They mark answers on a "Response Sheet."
Step 3: They read self-scoring instructions and tally their scores.
Step 4: They read appropriate item explanation at the back of the "Self-Instructional Guide."
Step 5: They read the entire guide, paying special attention to areas where they need improvement.

Motivation was derived from self-measurement, immediate feedback, and the direct relevance of the material covered. Counselors and teachers could intervene to help guide individuals to appropriate local resources.

Highlighted below is a sample of the activities from the *Career Decision-making Skills* packet. These activities encouraged students to:

- define the problem,
- establish a plan of action,
- clarify values,
- identify alternatives,
- discover probable outcomes,
- eliminate alternatives systematically, and
- start action.

Students were instructed to follow the written directions and mark their responses on the answer sheet, which is also shown here.

Adapted from materials submitted by The College Board, New York, New York.

They're Getting Ready

Recognizing the need for all students to acquire the competencies associated with occupational success, the San Bernadino, California, County Schools devised a series of work preparation skills units. This was done in cooperation with the Coordinator of Guidance and Support Services and the Vocational Counselor. The broad topics covered in the curriculum were:

- achieving personalized self-understanding,
- establishing short-range employment objectives and long-range career goals,
- acquiring job-seeking skills,
- developing positive work attitudes,
- cultivating effective human relationships, and
- understanding the economics of work.

The job preparation units were designed for use with adults and high school students in the classroom, career center, or counseling office. Each of the Work Preparation Units covers several different topics and each topic area is divided into two levels of difficulty. Occasionally, one activity has been developed to cover both Level I and Level II. Though the units are in some degree of progressive order, each is more-or-less self-contained and can be altered according to individual needs. The Work Preparation Units were designed in the following areas:

- Knowing and Understanding Yourself
- Decision Making Techniques
- Finding Job Openings
- Applying for a Job
- The Job Interview
- Follow-up on Job Applications
- Positive Work Attitudes
- Communication Skills
- Economics of Work

The tasks included in the unit on Career Selection encourage students to explore as many career fields as possible before deciding on a career choice. Career planning involves five basic steps.

1. Think of what you want out of a job and a career.
2. Take note of your interests, experiences, abilities, and skills.
3. Think about the different ways you can prepare for work.
4. Look for jobs that are in line with the type of job you want and consider how to prepare for it.
5. Explore the jobs that appear to have what you want.

The two activity pages included here show activities that relate to awareness of occupational clusters. The objective for both tasks is to develop awareness of occupational opportunities even though tasks differ in level of difficulty.

Name__________ __________ __________
Last First Middle

9 10 11 12
Grade __________
Date

Unit: Career Selection

Topic: Occupational Clusters

Level: II

Objectives: To develop an awareness of the number of occupational opportunities available.

Experience: Identify and list three occupations under each occupational cluster.

Materials: Pencil, resources such as: VIEW, Occupational Outlook Handbook, Occupational Exploration Kit, Desk Top Careers Kit, etc.

Equipment: None

Activity: All of the jobs in our economy have been classified into fifteen occupational clusters by the United States Office of Education. Under each of the fifteen clusters write three occupations that you would normally find in that cluster.

1. Business & Office __________ , __________ , __________
2. Marketing & Distribution __________ , __________ , __________
3. Communications & Media __________ , __________ , __________
4. Construction __________ , __________ , __________
5. Manufacturing __________ , __________ , __________
6. Transportation __________ , __________ , __________
7. Agri-Business & Natural Resources __________ , __________ , __________
8. Marine Science __________ , __________ , __________
9. Environmental Control __________ , __________ , __________
10. Public Service __________ , __________ , __________
11. Health __________ , __________ , __________
12. Hospitality & Recreation __________ , __________ , __________
13. Personal Services __________ , __________ , __________
14. Fine Arts & Humanities __________ , __________ , __________
15. Consumer & Homemaker-related __________ , __________ , __________

Staff Evaluation: *San Bernardino County Regional Occupational Program*

Adapted from materials submitted by the San Bernadino County Regional Occupational Program to the California State Department of Education, Sacramento, California.

Name____________ _______________ _____________ 9 10 11 12
Last First Middle Grade __________

Unit: Career Selection **Topic:** Occupational Clusters **Level:** I

Objectives: To develop an awareness of the number of occupational opportunities available.

Experience: Indicate the difference between an occupation and a career. Match the types of job duties you would expect to find within the respective occupational cluster.

Materials: Pencil, resources such as VIEW, Occupational Outlook Handbook, Occupational Exploration Kit, Desk Top Careers Kit, etc.

Equipment: None

Activity: Answer the following question and then match the following job duties (a through o) with the appropriate occupational cluster.

What is the difference between an occupation and a career?________________________________

____

____

Occupational Clusters

1. Business & Office________
2. Marketing & Distribution________
3. Communications & Media________
4. Construction________
5. Manufacturing________
6. Transportation________
7. Agri-Business & Natural Resources________
8. Marine Science________
9. Environmental Control________
10. Public Service________
11. Health________
12. Hospitality & Recreation________
13. Personal Services________
14. Fine Arts & Humanities________
15. Consumer & Homemaker-related________

Job Duties

- **a.** "Managing and helping others enjoy their leisure time."
- **b.** "Responsible for the steady flow of freight and passengers that keeps our country going."
- **c.** "Helping to save lives, keep people well or provide various research and laboratory services."
- **d.** "Taking care of the needs of others such as cutting hair or cleaning house."
- **e.** "Responsible for a task which may be only one part of a detailed assembling process."
- **f.** "Clear and level land according to the blue prints in order to build a library."
- **g.** "Offering advice on choosing plants, garden care, costs and upkeep."
- **h.** "Making sure that all records of the company are in order and in the right place so they can easily be found when needed."
- **i.** "Responsible for broadcasting astronauts live from the moon."
- **j.** "Design and build the furniture and props for a television series."
- **k.** "Develop recipes using your company's products for an ad."
- **l.** "Apply new scientific discoveries in order to exploit the earth's natural resources intelligently."
- **m.** "Analyze x-rays of sediment from the ocean floor."
- **n.** "Responsible for the maintenance and operation of a lighthouse."
- **o.** "Convincing the customer to buy your product through fancy packaging & ads."

Staff Evaluation: *San Bernardino County Regional Occupational Program*

Answer Sheet for Occupational Clusters Level I

1. h
2. o
3. i
4. f
5. e
6. b
7. g
8. m
9. l
10. n
11. c
12. a
13. d
14. j
15. k

Perceptions–Slanted or Straight?

An understanding and acceptance of self and others is essential in every aspect of life, but its importance is often underemphasized when work is the topic of conversation.

To implement this career development concept, many activities suitable for high school students were developed by the Jefferson County Public Schools in Littleton, Colorado. All the activities which revolved around students' attitudes toward sex stereotyping and students' expectations of their own roles as men and women can be implemented by classroom teachers or school counselors in small or large group settings or on an individual basis.

The following activities depict those ideas:

Sex-Role Stereotyping and the Media

Objective: To make students more aware of sex-role stereotypes in television, radio, music, newspapers, magazines, books, and advertising.

Suppose a baby were born and put into a room with only a TV set. Therefore, the only way he/she would learn about life and people would be from the television. What would he/she think women and men were like? What if he/she were put into the real world at age 14? How would he/she act?

Alternate: What if someone from outer space landed in a TV store and only watched TV for 2 weeks? What would it think men were like? Women?

Homework: Watch TV shows, collect magazines and newspaper articles, listen to words in music and find sex-role stereotypes or non-biased examples. Need at least one week for this or could be an on-going assignment.

Fill out the form below by: a) watching television, or b) reading a newspaper ad or a magazine ad.

Type of media: (circle) **Television Program** **Magazine Ad** **Television Commercial** **Newspaper Ad**

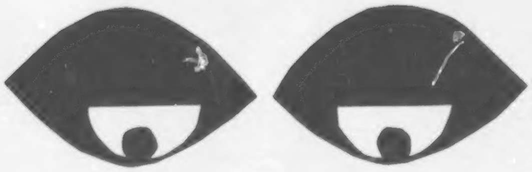
1. What was the name of the program, commercial or ad? ______
2. This program or advertising probably appeals more to (males, females). ______
   Why? ______
3. How many men were in the program or ad? ______
4. What were they doing? ______
5. How many women were in the ad or commercial? ______
6. What were they doing? ______
7. Did this commercial or program view men and women in different ways? ______
   If so, how? ______
8. Men and women are often used as "sex symbols" to sell products. ______
   How? ______

Taken from materials submitted by Jefferson County Public Schools, Columbine High School, Littleton, Colorado.

Sex-Biased Sex-Fair Words and Phrases.

Rewrite the sex-biased words or phrases to make them sex-fair.

Sex-Biased	**Sex-Fair**
Example: Fireman	Example: Fire fighter
1. housewife or househusband	______
2. mankind	______
3. steward or stewardess	______
4. primitive man	______
5. Each student will submit his assignment.	______
6. manmade	______
7. cleaning woman	______
8. insurance man	______
9. The office was manned by	______
10. chairman or chairwoman	______
11. old maid	______
12. foreman	______
13. mailman	______
14. male nurse	______
15. I now pronounce you man and wife	______
16. salesmen or saleswomen	______
17. lady doctor	______
18. waiter or waitress	______
19. caveman	______
20. forefathers	______



It's Your Choice

Objective: To make students more aware of their own attitudes toward sex stereotypes and their expectations of their own roles as males and females. (The first direction helps them see their biases for themselves. The second makes them look at their biases for the opposite sex.)

I. Because I am male/female, I would not: (Put a check in front of the items you would not do.)

____ cook dinner
____ climb a tree
____ babysit
____ take a dancing class
____ hold a door for a boy
____ take a class in auto repair
____ beat the opposite sex in a sport
____ pay my date's way
____ get a permanent
____ use bad language
____ fix a flat tire
____ be a cheerleader
____ knit
____ be on a boys' baseball team
____ clean the house
____ carry a purse
____ cry
____ wear a necklace
____ hitchhike
____ hit a girl
____ kiss my father
____ hit a boy

II. Go back through the above list and mark what you think the opposite sex from you should not do.

Note: An atmosphere of trust and positiveness is a must. Students should feel free to be open and honest in their answers and discussions. A discussion of how stereotypes have evolved and how they have changed since their parents' teenage years is suggested also.

Equality of Pay in Employment

Objective: Have students realize that the goal of equal pay for equal work and equal qualifications is maybe influenced by other facts.

Suppose a high school principal hires four new teachers. All have the following qualifications:

1. Five years' teaching experience
2. Bachelor's degree in their teaching field
3. High recommendations of previous principals

The new teachers have the following personal situations:

#1
Male
Married
2 Children
Wife doesn't work

#2
Female
Married
2 Children
Husband is a CPA

#3
Male
Bachelor
No dependents

#4
Female
Divorced
2 Children
Receives child support

The principal has $60,000 to pay all four. How should he divide the $60,000 to be fair to each teacher? (All should receive equal pay – $15,000.)

Have students write down individual choices. Then teacher or counselor can either have them vote, share individually, or share in small groups.

Discussion questions and ideas

1. Should one's personal situation have any influence on one's salary?
2. Is it fair to pay someone with no dependents the same as one with 10 dependents if they both have the same job and experience?
3. Give a short history of teaching salaries – example: In early Colorado schools, teachers were paid according to need. Therefore, most districts preferred young, unmarried women.
4. How much should experience count in determining salaries? What if two people do the same job but one has 7 years more experience?
5. How far should affirmative action programs go to make up for past discrimination in salaries?

Bridging the Gap

Gifted and talented students in Yonkers, New York, received a lot of practice in making and carrying out decisions and in developing the managerial skills needed to function effectively within an organizational environment. Project BRIDGE — Business Relating to Industry for the Development of Gifted Education — was created by the public schools so their students could acquire these skills.

A special assistant, a special agent and an administration-service combination were the three management intern models Project BRIDGE students were able to explore.

Special Assistant Internship

The intern attends internal and external meetings and conferences with the mentor, represents the mentor at other meetings, prepares reports and is responsible for a series of other assignments. Special assistant interns spend virtually all of their time with their mentors.

Special Agent Internship

Unlike the special assistant intern, special agent interns rotate throughout several departments and spend only part of their time with the mentor. The mentor's role is essential, however, because the intern returns to the mentor when advice, clarification and support are needed.

Administration-Service Combination

This type of internship is common to business and industry dealing with services and government, particularly social agencies. The intern's time is divided between management activities and direct relationships with organization's clients.

BRIDGE staff wrote contracts to ensure that there was complete mutual understanding of the role of mentors, interns, principals, parents and project leaders. At the intern's first meeting with the mentor, the contract was given to the mentor for review and signature. So long as all parties in the contract were notified of any changes in the agreement, portions of the BRIDGE contract could be renegotiated if the intern and mentor felt it was necessary. In addition to fulfilling the contract, mentors were provided with questions and answers regarding interns such as:

Are interns paid?

No. BRIDGE awards academic credit rather than salaries upon successful completion of BRIDGE requirements.

Are internships regulated by wage and hour regulations?

No. The Department of Labor has recognized that the internship is exempt from such regulations. This exemption is based upon the following assumptions:

a. both mentor and intern are aware that there is to be no salary, **b.** the intern is not displacing a salaried person,
c. the intern will not be performing tasks that do not contribute to the overall objectives of the program, e.g., messenger or clerk, **d.** no guarantee is made of a job at the end of the internship.

What is the intern's schedule?

You will find that the schedule is a highly individualized item, and should be set by the mentor and intern. Of course, the greater the length of time spent in the internship, the greater the benefit for both mentor and intern.

The Mentor and the Mentor's Organization

- The mentor should be able to explain the goals and objectives of the organization.
- The mentor should view the internship as a broad career experience, not as a vocational skills program.

When does the internship end? June 1, 1979 **Will I be able to select my intern?**

Yes, as interns are evaluated, they will be placed into potential internship categories. We will invite you to interview from among those qualified for your category. The internship must be mutually acceptable to both mentor and intern.

Is there going to be a problem with confidentiality?

There shouldn't be. Remember, you will ultimately choose your intern. You would expect the same discretion from him/her as from any other member of your organization.

Exactly what am I expected to do beyond working with the intern?

You will be expected to read and evaluate the intern's weekly log.

Adapted from materials submitted by Yonkers Public Schools, Yonkers, New York.

Management

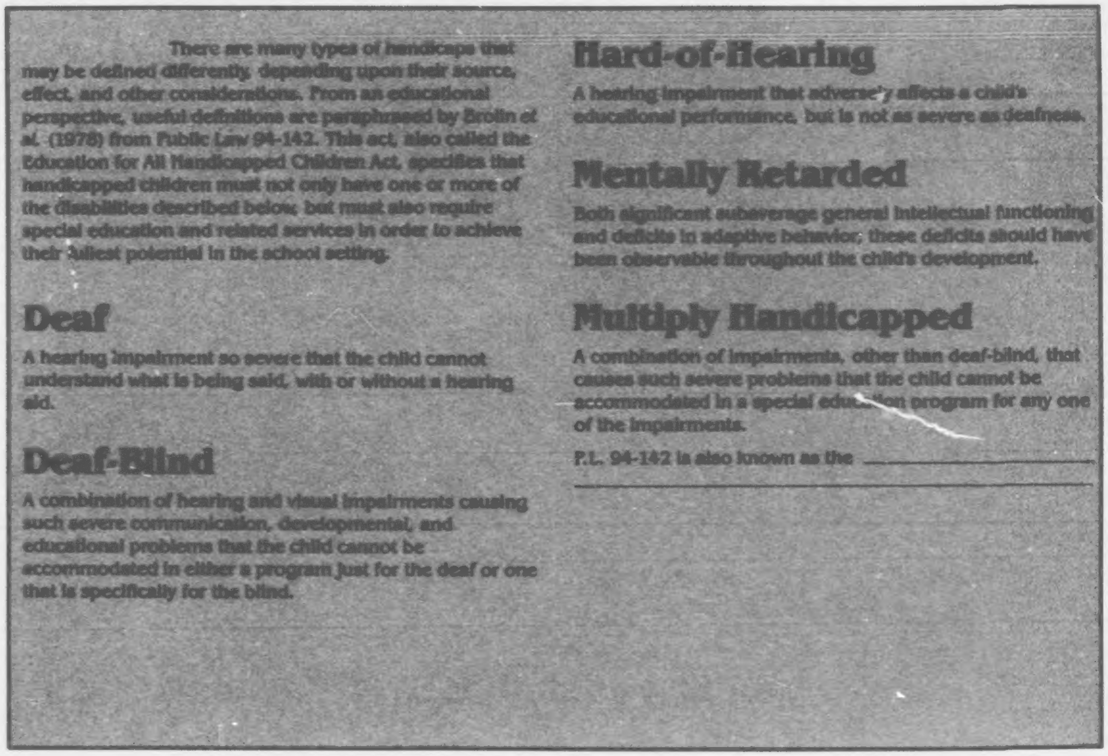
Assistance for the Exceptional

Special and regular educators serving handicapped and gifted and talented students have received a new training module to help them develop or increase their knowledge about career education and its application to their students. Credit goes to the Council for Exceptional Children (CEC) in Reston, Virginia. Besides developing a training module CEC has also:

- reviewed existing career education materials used by teachers of exceptional children. This review was used to determine current career education training needs for educators of exceptional children;
- field tested and evaluated the training module through three field evaluations conducted among diverse groups of educators. The CEC National Convention in Dallas, Texas was one of the field test sites; and
- disseminated the training modules through their extensive network of publications, training sessions, conference and information dissemination programs.

Materials included in the module are a handbook, a filmstrip entitled "Introducing Career Education," and an audio cassette. These aids provide educators with instructional guidelines, sample activities, description of additional materials available and various instructional formats for presenting a one-and-one-half day workshop for other educators. "What is Career Education," "The Need for Career Education by Exceptional Learners," "Instructional Planning and Methods," "Instructional Materials – Evaluation and Implementation," and "A Guide for Trainers" are topics addressed in the handbook.

A sample page from a self-instructional manual entitled "Expanding Work Options for Exceptional Students" is shown on this page.



There are many types of handicaps that may be defined differently, depending upon their source, effect, and other considerations. From an educational perspective, useful definitions are paraphrased by Brolin et al. (1978) from Public Law 94-142. This act, also called the Education for All Handicapped Children Act, specifies that handicapped children must not only have one or more of the disabilities described below, but must also require special education and related services in order to achieve their fullest potential in the school setting.

Deaf

A hearing impairment so severe that the child cannot understand what is being said, with or without a hearing aid.

Deaf-Blind

A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the child cannot be accommodated in either a program just for the deaf or one that is specifically for the blind.

Hard-of-Hearing

A hearing impairment that adversely affects a child's educational performance, but is not as severe as deafness.

Mentally Retarded

Both significant subaverage general intellectual functioning and deficits in adaptive behavior; these deficits should have been observable throughout the child's development.

Multiply Handicapped

A combination of impairments, other than deaf-blind, that causes such severe problems that the child cannot be accommodated in a special education program for any one of the impairments.

P.L. 94-142 is also known as the ______________________

____

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Adapted from materials submitted by the Council for Exceptional Children, Reston, Virginia.

Step into a World

The *World of Work* is a comprehensive listing of occupations that can be performed by those who are mentally retarded. This listing, published by the University of Maryland, College Park, Maryland, is a composite of information obtained from the hiring program of the U. S. Civil Service System and the Vocational Rehabilitation Agencies of Pennsylvania, Maryland, and the District of Columbia. The listing clearly shows the increase of career options for citizens who are mentally retarded.

Occupations are arranged in six clusters based upon the worker/work environment typology developed by John L. Holland of the Johns Hopkins University in Baltimore. This typology is applied in three major interest inventories: the Self-directed Search, the Self-directed Search Form C, and the current revision of the Strong Vocational Interest Inventory.

In the Holland typology, six basic personality types are identified:

Realistic
Investigative
Artistic
Social
Enterprising
Conventional

An individual's "work personality" is characterized along a hierarchy of these six types. The first two or three elements of each individual's hierarchy are seen as the most significant sources of career interests.

Various occupations and their work environments can also be described in terms of the same hierarchy. Effective vocational/career guidance makes the individual aware of the elements of his/her hierarchy; such guidance also alerts a person to occupations and occupational environments compatible with his/her personal hierarchy.

The *World of Work* is organized in this manner:

1. All occupations are listed by first letter of the 3-letter Holland Code in this order: ***R,I,A,S,E,C,*** which stands for the six basic personality types (mentioned earlier.)

2. Under each Holland Code, occupations are listed in alphabetical order by occupational title.

3. Nine-digit numerical codes taken from the U. S. Government's *Dictionary of Occupational Titles* are provided for each occupational title.

4. General Educational Development (G. E. D.) numerical codes are provided for each occupation.

5. Special Vocational Preparation (S.V.P.) numerical codes are provided for each occupation. The higher the SVP code number, the more specific vocational preparation is required for average performance in the occupation.

The suggested procedure for using the *World of Work* is:

1. From any career interest instrument indexed to Holland Codes, obtain the first letter of the code and locate that section of the *World of Work.*

2. Find the occupational titles that might be of interest in the second column.

3. Using the *Dictionary of Occupational Titles* codes in the third column, look up the occupation in both the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook.*

4. Check the degree of general educational development of the occupation in column four.

5. Check the amount of specific vocational preparation anticipated in column five.

The occupations included in the *World of Work* present a broad spectrum of employment options and were drawn from the successes of a wide range of people who are mentally retarded. The listing of occupations is sufficiently diverse to provide an adequate floor and an adequate ceiling of requirements. In this way occupations within the range of abilities of many individuals are presented for consideration. The job titles that may seem unfamiliar are the ones certified by the U. S. Department of Labor as "free of sex-role stereotypes."

A sample page from the *World of Work* shows some of the occupations listed and the organization of the information.

Adapted from World of Work, *submitted by the University of Maryland, College Park, Maryland.*

Assorted Treasures

The American Institutes for Research (AIR) in Palo Alto, California identified outstanding career education programs that combat sex, race, and handicap stereotyping in career choice. But reducing stereotyping was not AIR's only aim; the other objectives of the project were:

- to identify outstanding classroom activities that combat sex, race, and handicap stereotyping;
- to promote effective career education efforts to overcome stereotyping by holding a National Conference on Career Education and Stereotyping; and
- to assist career education coordinators in combatting stereotyping by providing technical assistance at workshops in ten states.

AIR communicated with educators and members of various advocacy, social action, and feminist groups to get their nominations of outstanding programs and activities that would aid educators in lessening one or more of the stereotypes.

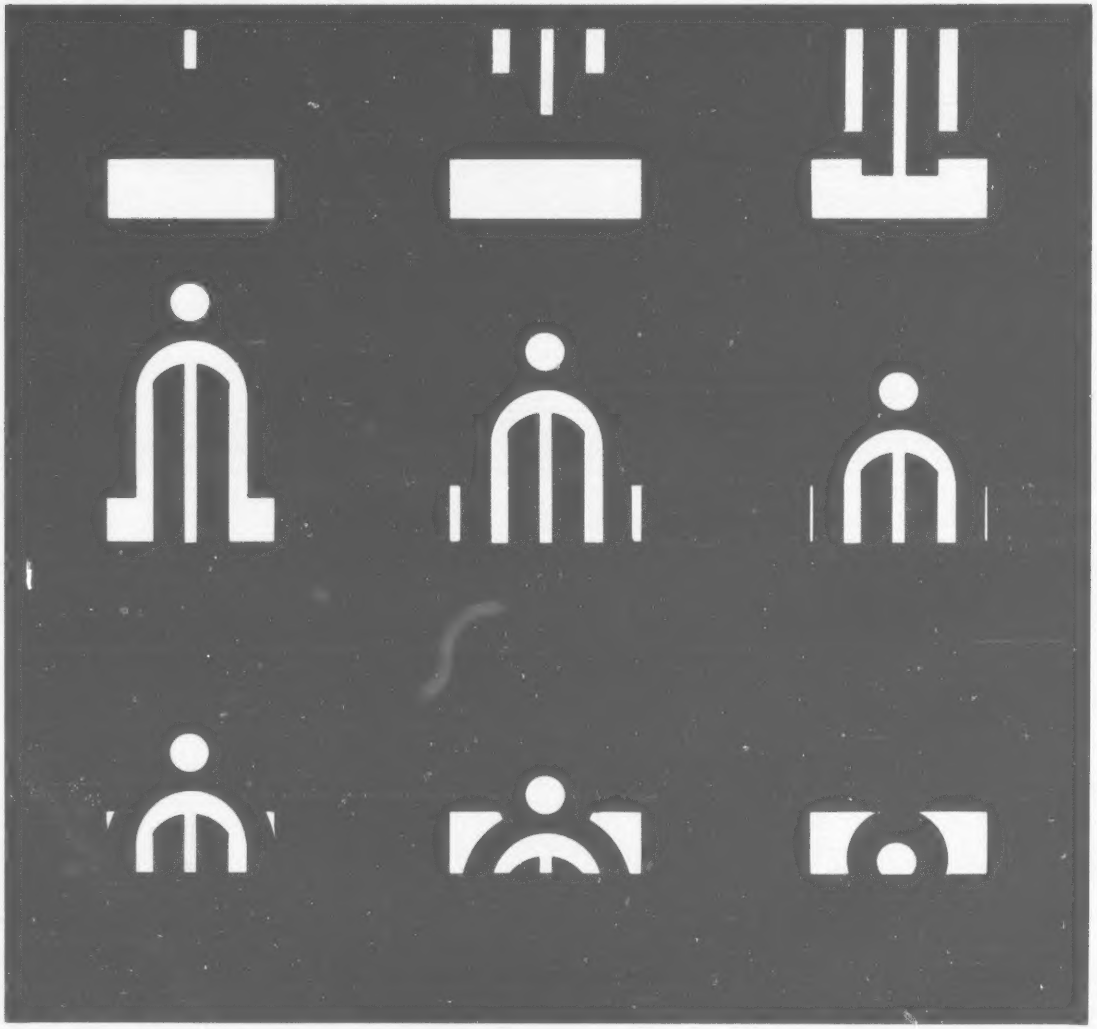
Follow-up letters were sent to the nominated programs to seek additional information. This effort resulted in the receipt of materials from over 1,000 sources. In consultation with advisory panels of experts, the AIR project reviewed the materials using a set of criteria regarding:

- appropriateness of the content,
- evidence of effectiveness, and
- coverage of the various subgroups.

The selected programs and activities were reviewed by one advisory panel in each area of stereotyping, and a set of descriptions of the programs and activities was drafted.

The information was presented in a "Publication for Classroom Teachers," and three "Program Manuals," one on each of the three types of stereotyping.

It was further planned that project staff would provide technical assistance to career education coordinators in ten states who were training others to combat stereotyping in career choice. The "Program Manuals" and "Publication for Classroom Teacher" were used to augment assistance provided on an individual basis.



Adapted from materials submitted by the American Institutes for Research, Palo Alto, California.

The Harvest is Bountiful

Through concerted efforts of the Far West Laboratory's Native American Career Education Project staff, a guide for implementing a career education program for Indian students has been developed. Although non-Indian communities will find some of the procedures useful, most procedures relate to the needs of Indian students who live on reservations and the historical context of Indian economics and education.

The scope of the guide spans all the steps of program development from initial awareness of need to the existence of a mature program. The four phases, components of the basic activities and procedures of the career education implementation program, are listed below.

I. Preparing the Ground

Establish a favorable environment; gather resources.

- Positive attitudes toward career education staff, community, students and business.
- A good relationship between the school and Indian communities.
- Staff program development skills.
- Useable organizational relationships and resources.

II. Planting the Seed

Design an appropriate planning and delivery system.

- Assess needs; set goals.
- Design a pilot project.
- Train staff and community members.
- Write the proposal.

III. Growing the Tree

Expand and develop the program to address all its goals and reach all its potential population.

- Conduct formative evaluation.
- Plan program expansion.
- Revise program.
- Report on program.
- Inform larger educational, Indian, and business communities about program.

IV. Harvest

Continue the program in a state of dynamic stability while other sites use it as a model for development.

- Spread the word.
- Conduct summative evaluation.
- Maintain and adjust the program.

A chapter at the end of the guide relating to the Hopi Career Education and Media Project on the Hopi reservation in northern Arizona provides a concrete example of how the four career education implementation phases can be achieved.

A portion of a community questionnaire that was used to assess Native Americans' career education needs — planting the seed — is shown on this page.

8. Do you think a person's cultural background makes a difference to what kind of job he/she chooses and does well?
☐ yes ☐ no If yes, how? ______________________

____

9. How do most Indian students learn about their culture in your community? ☐ home ☐ community or tribal center ☐ Title IV or their projects
☐ school ☐ other ______________________

____

10. If a teacher needs to talk about Indian culture in relation to careers, how should he or she be prepared to do this?
☐ college course ☐ Indian community members
☐ Indian culture experts ☐ books

11. Are there people in your community who would be able and willing to visit the schools and talk about Indian culture?
☐ yes ☐ no ☐ to Indian students only ☐ to all students

12. What jobs in your community or tribe are most in need of trained Indian people to fill?

____

____

13. What resources does your community have (Indian business people, Indian project at school or center, etc.) that could contribute to a career education program?

____

____

14. What problems do you see in getting a good career education program going in your school(s)?

____

____

How might they be solved? ______________________

____

____

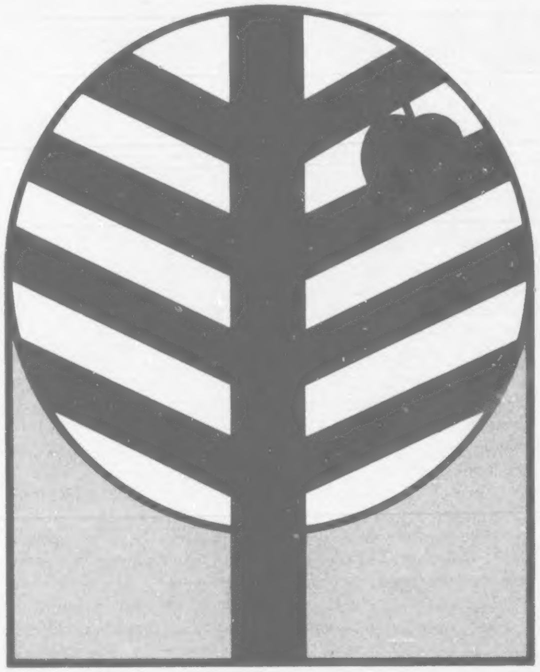
Developing and Implementing Native American Career Education

I: Prepare the Ground

II: Plant the Tree

III: Grow the Tree

IV: Harvest



Adapted from "Implementing Career Education for Native American Students — A Guide," Far West Laboratory, San Francisco, California.

Pave the Way

"Concept and Process" is a guide prepared by the California State Department of Education (headquarters in Sacramento, California) for use both as a workshop resource and as a self-study guide that pertains to the techniques and strategies for implementing career education. Suggested learning goals and objectives, activities, and techniques are presented to help the educator define career education concepts and adapt them to the local setting. The materials used to prepare the guide were developed and tested by the department's Career Education Task Force in more than sixty workshops throughout California.

The ideas and suggestions presented in "Concept and Process" proved especially helpful to persons who promote, plan, implement, and evaluate career education in a school or district, those who formulate school policies and procedures, and those who design or revise curriculum packages.

The activities in the guide are based on the learning principle of audience involvement and are designed to take into account the specific needs, interests, and motivations of everyone who might use the guide. The guide can be used either in group or individual study sessions:

- In a formal workshop setting, the guide can be used as a resource by a leader or trainer who helps participants complete the activities outlined in the text.
- In a self-instructional group or discussion group of individuals who want to know more about career education, the guide can be used to conduct informal workshops.
- An individual working alone may use the guide for study purposes. The most effective approach is to engage in dialogue about the discussion points and apply the example to one's local situation.

At the conclusion of a workshop, each participant should be able to achieve the following objectives:

- write a short, descriptive paragraph that defines career education and identifies five or more of the essential components outlined in the guide;
- categorize the 10 California career education goals according to their appropriateness for various age groups, and write an objective for each goal in a selected age group category;
- prepare a plan for infusing a career education activity into an instructional program or guidance activity;
- identify six phases of career education implementation and list the person responsible for each phase in the participant's school or community; and
- prepare a planning design with goals, objectives, and strategies for implementing career education in the participant's school or community.

"Concept and Process" offers a design for planning the implementation activities. Use of a planning design or model in implementing career education will ensure a systematic and productive effort. The steps in planning design are those normally followed in problem solving:

1. identify the problem (needs assessment),
2. define and analyze the problem,
3. generate alternative solutions, and select the best stretegy for solving the problem,
4. implement the solution, and
5. evaluate and revise.

The diagram below summarizes the essential steps in planning for career education implementation in a school or district.

Conduct needs assessment	Define and analyze need for career education	Consider alternatives; design career education implementation	Implement career education	Evaluate and revise

Decisions and commitments from the appropriate personnel are required at each step in the sequence.

Discussion Point IV Time limit: 30 Minutes *Discussion topics and activities:*

- Discuss methods of achieving school/community cooperation in implementing career education.
- Discuss who in your community will be involved in the implementation process, how they will be involved, and why they will be involved.
- Construct a chart with names of key persons in your community and school or district who might provide support for your proposed plan, and rate their power bases as moderate, high, or very high.

Adapted from materials submitted by the California State Department of Education, Sacramento, California.

A Community Commitment

Mesa, Arizona public schools have had a long commitment to the principles of career education. The Center for Career Development (CCD), established in 1971 at Mesa's Mountain View Senior High School, pioneered in creating a close collaboration among educators and members of the business and industry communities. CCD has worked intensively to articulate strategies for weaving career development concepts into the regular school curriculum. The "Mountain View Project" brought these efforts together in a unified way at one senior high school.

As the development of Mesa's Career Education Project progressed, teachers expressed a need for assistance in identifying resources for the many programs in the schools.

Both new and veteran teachers were invited to attend the Mesa Public School's Teacher's Inservice Program Sessions (TIPS), which offered a wide variety of inservice from such departments as reading, mathematics, creative arts, physical education, special education, and, of course, career education. The Center for Career Development offered six one-hour inservice workshops in the following areas:

1. Making Classroom Subjects More Interesting – building specific types of motivators into classroom activities, increasing student interest through use of media and community resources.

2. Opportunities for Success in the Classroom – seeing how students view success, learning how to provide successful learning experiences for students.

3. What is Career Education? – defining career education, becoming aware of the services provided by Mesa's Career Education Project; designing classroom activities that utilize these services.

4. Developing Interpersonal Skills – recognizing the effects of body language in classroom interactions; designing class activities that focus on the importance of interpersonal skills in school and in the world of work.

5. Using Community Resources – learning the characteristics of a well designed instructional activity, one that includes a community resource; becoming familiar with services provided by the Mesa Public School's Community Resource Service.

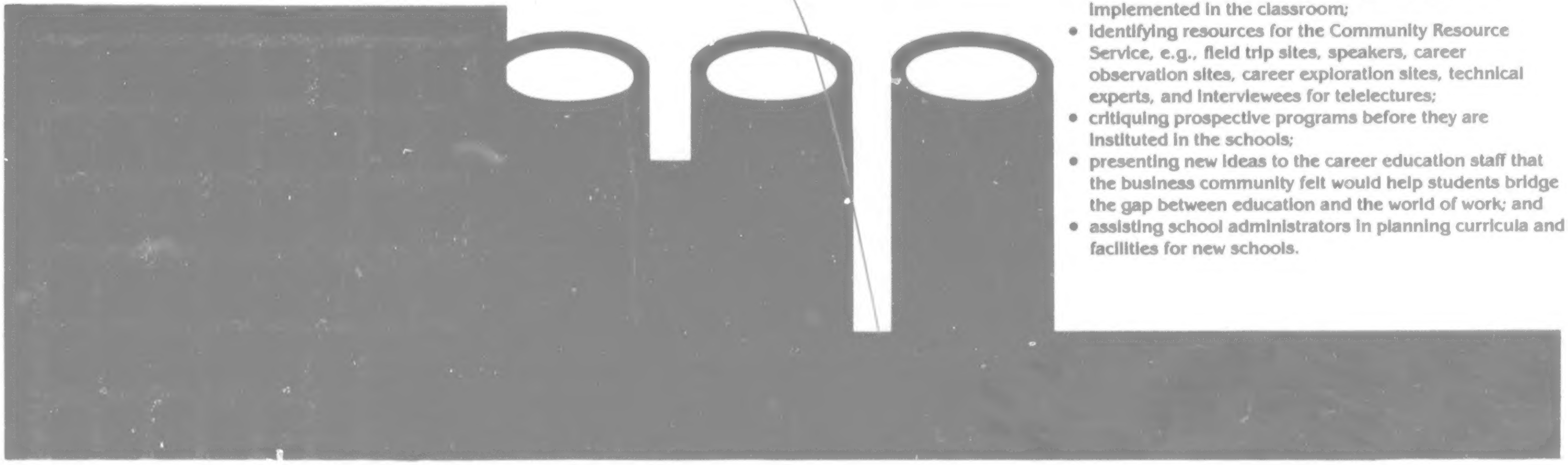
6. Recruiting Help for Your Classroom learning ways to use aides and parental/community volunteers in the classroom; becoming aware of the services offered by the "Volunteers in Mesa Schools" (VIMS) program.

Additional assistance was rendered to Mesa's Career Education Project through the efforts of the Career Education Advisory Council. The Advisory Council provided a diversity of career education expertise that helped school administrators and the local school board to provide closer cooperation between industry and education.

In organizing a council of this nature, it was essential that participants include leaders of groups such as industry, business, the professions, labor, education, and civic organizations of the community.

Some activities of Mesa's Advisory Council were:

- making presentations to local civic organizations and PTO/PTA meetings on career education concepts and programs;
- conducting tours of Mesa Public Schools for the community to illustrate how career education is implemented in the classroom;
- identifying resources for the Community Resource Service, e.g., field trip sites, speakers, career observation sites, career exploration sites, technical experts, and interviewees for telelectures;
- critiquing prospective programs before they are instituted in the schools;
- presenting new ideas to the career education staff that the business community felt would help students bridge the gap between education and the world of work; and
- assisting school administrators in planning curricula and facilities for new schools.



Adapted from materials submitted by the Mesa Unified School District, Mesa, Arizona.

Messengers of Wisdom

The National Center for Career Education (NCCE) in Missoula, Montana, recognized that quantities of quality career education materials and practices initiated across the country seldom move from one institution to another. To rectify this situation, NCCE committed itself to:

- gathering information and materials from various projects;
- providing a practical system for practitioners to access these materials based on local needs; and
- communicating the essence of career education and its implementation to local institutions through training and technical assistance.

NCCE's methods for identifying, accessing and delivering materials were cooperatively designed with input from educators and later were field tested with educators. As a result, a collection of over 7,000 career education programmatic materials are now available for use by individuals, institutions and organizations. This information is stored either in a computer or in a conventional indexed filing system.

Materials-accessing options available to users of NCCE's materials services included:

- a letter,
- a phone call,
- personal visits to the library, and/or
- participation in NCCE's curriculum-related in-service training programs.

Users could obtain materials in a number of ways including:

- previewing (loan) of any of NCCE's library materials,
- photocopying of non-copyright materials for permanent retention, and/or
- ordering quantities of selected career education materials.

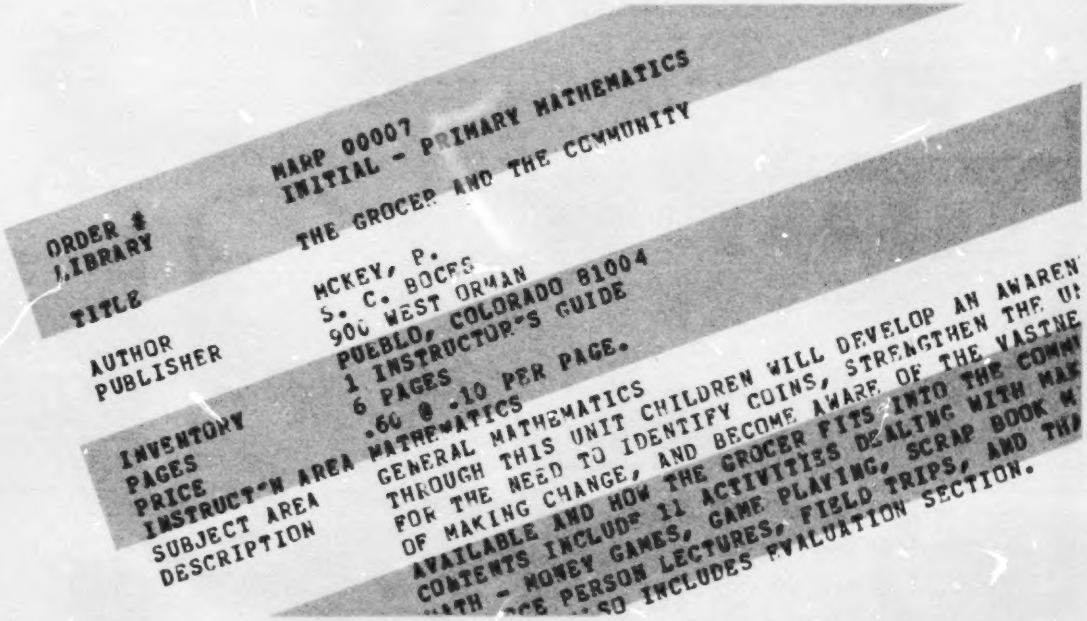
(Search results were typically in the mail within 48 hours of receipt of the request.)

The National Lending Library — categorized under the custom-prepared computer-assisted search option contains classroom-directed instructional materials. The materials are found in formats such as teacher, student and curriculum guides, manuals, lesson plans, workbooks, hands-on materials and activities for students, and curriculum implementation strategies and activities. Many of these materials are delivered in hard copy or artifact format (for kits, games, etc.). NCCE Indexes for Teachers, a series of instructional catalogs covering 40 different topics, are available through the National Lending Library. A sample page from the NCCE Index for Teachers is shown on this page.

The Mini-Library, another custom-prepared computer-assisted option, contains approximately 2,500 pages of ideas, strategies, practices, activities, methods and suggestions for infusing career education into learning environments. Each Mini-Library contains separate career education modules for the basic skills areas of mathematics, language arts, sciences, social studies and guidance and counseling: Mini-Library materials are available for K-12 grade levels and may be used in such varied instructional settings as the classroom, special education, adult education, pre-school, teacher pre-service, teacher in-service, workshops and mobile resource units. Documents in the Mini-Library are not copyrighted, therefore, they may be reproduced at a low cost if further use is desired.

To help users who need assistance in staff development, career education in-service training, data-base development, data-base tie-in needs assessment, planning, evaluation, and materials adaptation, NCCE provides technical services.

When requests for material cannot be met by NCCE's material service, referrals to another source are given or contacts are made with another source to secure the materials.



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ORDER #          MARP 00007
LIBRARY          INITIAL - PRIMARY MATHEMATICS
TITLE            THE GROCER AND THE COMMUNITY
AUTHOR           MCKEY, P.
PUBLISHER        S. C. BOCES
                 900 WEST ORMAN
                 PUEBLO, COLORADO 81004
INVENTORY        1 INSTRUCTOR'S GUIDE
PAGES            6 PAGES
PRICE            .60 @ .10 PER PAGE.
INSTRUCT'N AREA  MATHEMATICS
SUBJECT AREA     GENERAL MATHEMATICS
DESCRIPTION      THROUGH THIS UNIT CHILDREN WILL DEVELOP AN AWAREN
                 FOR THE NEED TO IDENTIFY COINS, STRENGTHEN THE U
                 OF MAKING CHANGE, AND BECOME AWARE OF THE VASTNE
                 AVAILABLE AND HOW THE GROCER FITS INTO THE COMM
                 CONTENTS INCLUDE 11 ACTIVITIES DEALING WITH MA
                 ATH - MONEY GAMES, GAME PLAYING, SCRAP BOOK M
                 CE PERSON LECTURES, FIELD TRIPS, AND TH
                 SO INCLUDES EVALUATION SECTION.
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Adapted from materials submitted by the National Center for Career Education, University of Montana, Missoula, Montana.

Power-Packed Packages

Increasing labor-education cooperation in career education in grades 7-12 was the aim of the Southwest Iowa Learning Resources Center's Project LANCELOT in Red Oak, Iowa. Project LANCELOT – labor and career educators locating options together – provided career education planners and developers with program implementation resource packages to accomplish this goal.

Before developing the packages, labor educational resource leaders and career educators met to determine content guidelines. The materials, conveniently packaged in self-contained storage cartons, were divided into four content areas:

1. "Orientation to LANCELOT Approach to Career Education Programming"
- Slide/cassette program
- Brochures – for distribution
- Booklet – highlights organizational principles

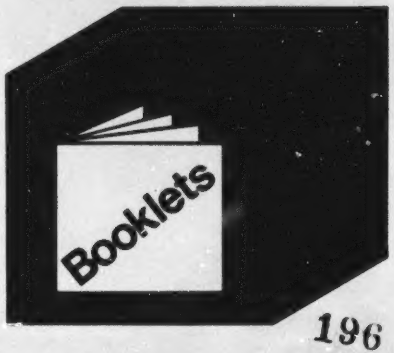
2. "The Retiree Advisor Program" – a model for involving retired workers in career education programs
- Slide/cassette program
- Handbook – outlines how to organize the program
- Brochures

3. "The Teaching-Learning Community (T-LC) Model of Career Exploration" – an intergenerational approach that uses retirees to help youth learn from simulated work using an apprentice style model
- Slide/cassette program
- Manual
- Brochure

4. "Collection of Cooperative Career Education Programming Ideas" – a spiral-bound collection of ideas
- Opportunities to reduce stereotyping
- Creating a cassette career education library
- Enriching field trips
- In-service for teachers

Each card recommends how to increase labor involvement in the program.

Workshops were conducted so that teachers, counselors and labor representatives could become knowledgeable about the use of the program implementation resource packages with students engaged in career exploration. Before the materials were disseminated to schools, LANCELOT's staff selected ten communities to preview the materials so that local labor resource people, teachers and counselors could determine the packages' usefulness in their schools.



Adapted from materials submitted by Southwest Iowa Learning Resources Center, Red Oak, Iowa.

Explore Your Interests

The Career Planning System (CPS) was a product of the cooperative efforts among nine school districts in concert with the National Center for Research in Vocational Education, located at Ohio State University, Columbus, Ohio.

The Career Planning System offers students individualized materials that help familiarize eighth through twelfth graders with occupations that are representative of basic worker functions.

CPS materials were designed to help the student achieve four major career development outcomes:

1. to learn about personal interests;
2. to examine occupations as they relate to personal interests;
3. to identify school courses and extracurricular activities in which related skills might be developed; and
4. to relate high school preparation to potential occupational choices.

The students achieved the above goals as a result of their interests and abilities and information about occupations related to their interests. CPS was implemented in such subject areas as language arts, social studies, and career classes and required approximately 15 instructional hours during the school year.

The students' growing interests in various career areas provided the impetus for their movement from one career folder to the next. That interest took the student from a *Probe,* which briefly introduced occupations in a particular area, to a representative *Activity* or work simulation that gave the student a "glimpse" of part of the worker's job. The student then progressed to a *Brief,* or illustrated vignette of workers introduced in the *Probe.* Students recorded their progress after completing the work in each folder, then decided to continue with activities in the same occupation, progress to another occupational activity in the same strand (each strand contains all the materials for a particular interest group – one *Probe,* four *Activities,* four *Briefs*), or begin another *Probe.*

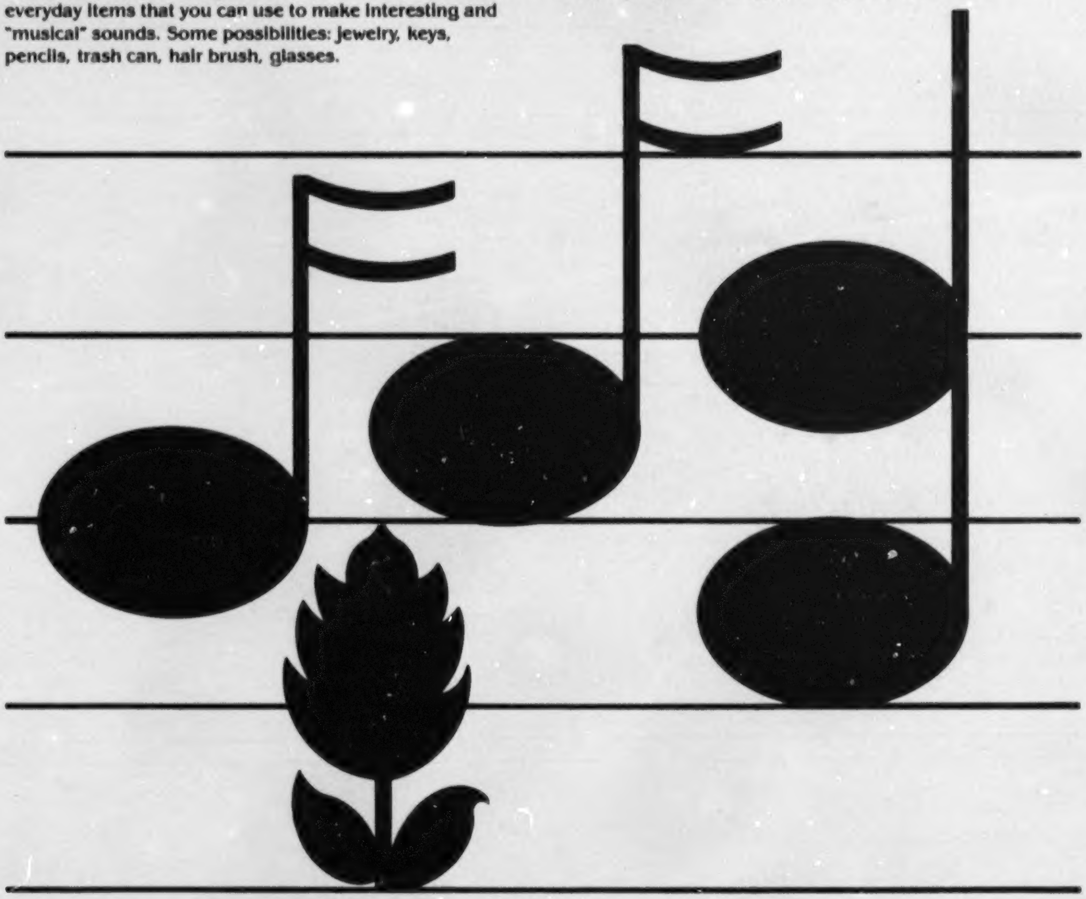
Let's look at some of the activities included in the *performing arts strand.*

You Are A Musician – Activity 26

Tape record some music that you have created. Find ways to make it more interesting. Does the recorded music sound the way you thought it would? Create music with everyday items that you can use to make interesting and "musical" sounds. Some possibilities: jewelry, keys, pencils, trash can, hair brush, glasses.

You Are An Actor – Activity 25

Experiment with makeup. Choose a character in a play. Use makeup to make yourself look like that character. Look for clothing that will change your appearance.



Taken from materials submitted by The Ohio State University, Columbus, Ohio.

One for All and All for One

"Community colleges are on record as the single agency committed to serving the total educational/training needs of people in the community." The truth of this statement, made by the Director of Career Education at Arapahoe Community College in Littleton, Colorado, is affirmed by Arapahoe's Community Resource Center program. Center staff coordinated the total resources in the college community; they developed activities that were responsive to the needs of adults in the community.

In additon to the individual community members who used the facilities, educational and social agencies, municipalities, governmental agencies, businesses, and labor and industrial groups also found help at the Community Career Resource Center.

An outline for setting up a community career resource center that was developed by Arapahoe Community College is shown below.

Outline of Setting Up Your Career Center

A. Staff
- what background education and experience
- how funded – regular budget, soft money
- pre- and in-service training needed
- how many at what level of functioning
- job descriptions and objectives
- role of professional counselors in program

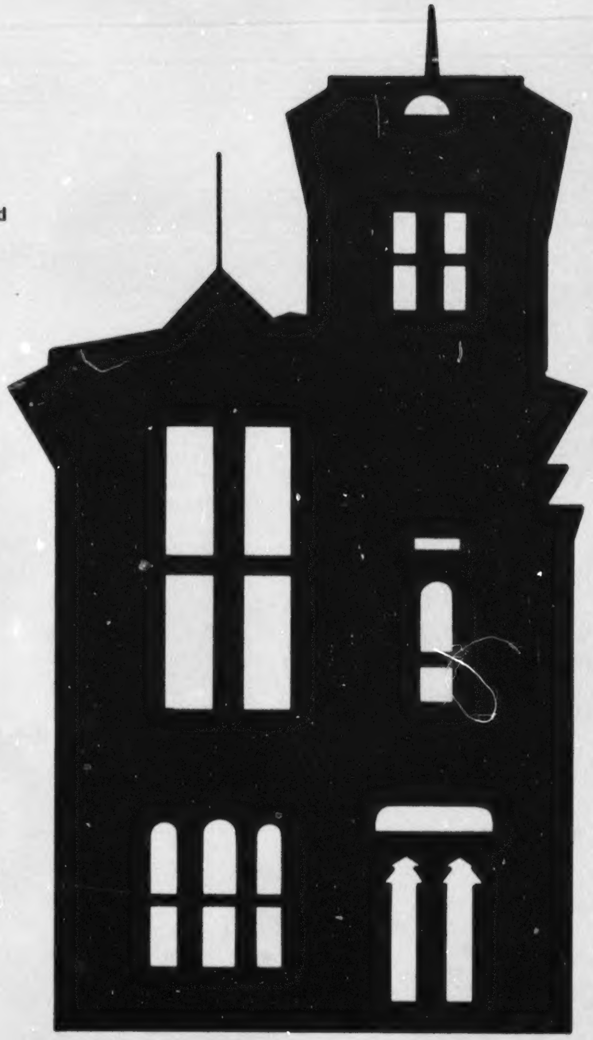
B. Physical Space
- a part of a current center (like counseling) or separate
- adequate space for materials, program functioning, student work areas, furniture, etc.
- hours open
- schedule of services, duty times for staff
- location in a high traffic area

C. Program
- how does it fit into a total process of career education
- self-paced and/or structured program
- credited and/or non-credited (fee if not credited)
- assessment and self-awareness materials (tests, worksheets, etc.)
- how long will the program last; will it be concentrated and/or spread over a term

D. Administration
- how does it fit into the organizational chart
- who administers the Center – how compensated for these duties
- staff and operating budget
- planning, implementation and evaluation activities

E. Clients
- who are the clients – just current students, or community residents, agency referrals, others
- career development activities or other services provided also (like cooperative education), job placement, women's services, etc.
- how many can staff handle at a given time
- how to handle indigent clients

F. Career Materials
- printed, media and computerized system
- budget for them
- reviewing, ordering and cataloging career information materials – type of filing system (DOT, Library of Congress, other)



Adapted from materials submitted by Arapahoe Community College, Littleton, Colorado.

Focus on Forums

The American Association of Community and Junior Colleges, in Washington, D.C., sponsored workshops at six (6) community colleges around the country so that participants could take home new ideas that make career education work. Ideas were gathered from college staffs, business, labor and government. Nationally known authorities in the field of career education spoke at all opening and closing sessions. Workshop topics included:

Importance of Career Education

- Career education activities and services.
- Obtaining funds and other support for career education.
- Career education and student retention.
- Collaboration with business, labor, industry, non-profit, and other public agencies.

How It's Done

- Participants were transported to local host colleges.
- Participants observed successful career education activities and services of the local and neighboring colleges.

Putting It all Together

- Preparation of proposals and other resource development activities.
- Development of local and state policies that support career education.
- A national view of career education in community colleges.

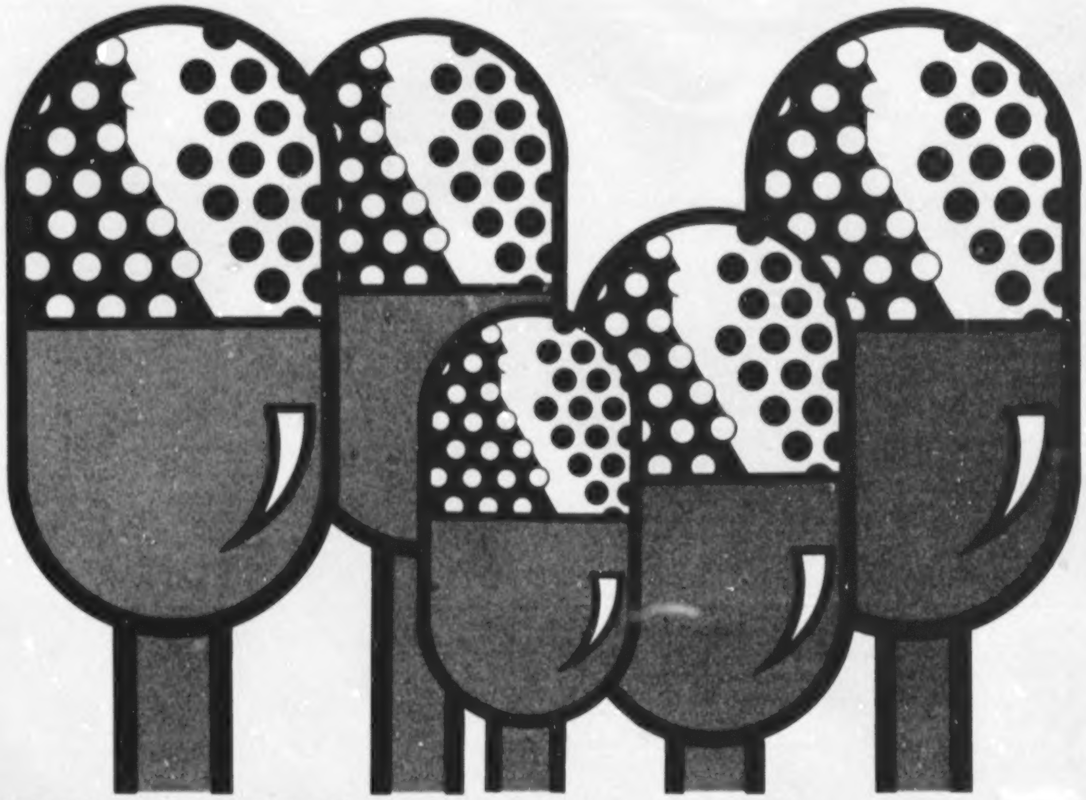
In the New York workshops, the focus was on effective career services to youth. Some of their topics related to:

- how a community college can establish alternatives to careers for high school youths;
- career programs to assist out-of-school youth;
- acquiring employability skills;
- training youth as peer advisors;
- retired executives — a resource to assist youth in career planning;
- career planning and development for Hispanic youth; and
- career planning and development for handicapped youth.

In Florida, the workshops provided participants with information about:

- comprehensive postsecondary education of life-long learning opportunities that foster individual growth and development for the entire community;
- the career education marketplace;
- developing and enhancing the employability skills of the postsecondary student;
- employability skills for the displaced-homemaker program;
- mid-life career change; and
- adults in transition.

Since each of the six national workshops centered on different career education components, participants were afforded the opportunity to attend more than one.



Adapted from "Career Education Workshops" brochure, American Association of Community and Junior Colleges, Washington, D.C.

Teachers as Learners

The Boston University School of Education conducted in-service training for public school systems in the Massachusetts cities of Barnstable, Boston, Brookline, and Stoughton; the purpose of the training was to inform personnel about implementing career education programs.

One major project objective was to train 80 teachers (20 from four school districts) to conduct career education programs. The selection of participants was based on:

- demographic characteristics (age, sex, marital status, children, income),
- professional background (degrees, graduate courses, years of teaching),
- school-based activities (self-contained vs. team-teaching, vertical organization, i.e., graded vs. non-graded), perception of classroom, and
- receptivity to change.

The competencies that were measured throughout the in-service training were the ability to:

1. evaluate and use appropriate commercial materials for career development;
2. review and evaluate career education curricula designed and developed by other school districts;
3. develop materials to help pupils become aware of the career implications of subject matter;
4. design and develop career learning centers;
5. devise action-oriented experiences relating academic subjects to the world of work;
6. engage in classroom-oriented research to measure the effectiveness of career education activities;
7. design units of instruction that avoid occupational stereotyping and units that provide new models of behavior and work roles;
8. design instructional units that use resources from the community; and
9. create a career awareness program for the teacher's individual school system and identify own role in the program.

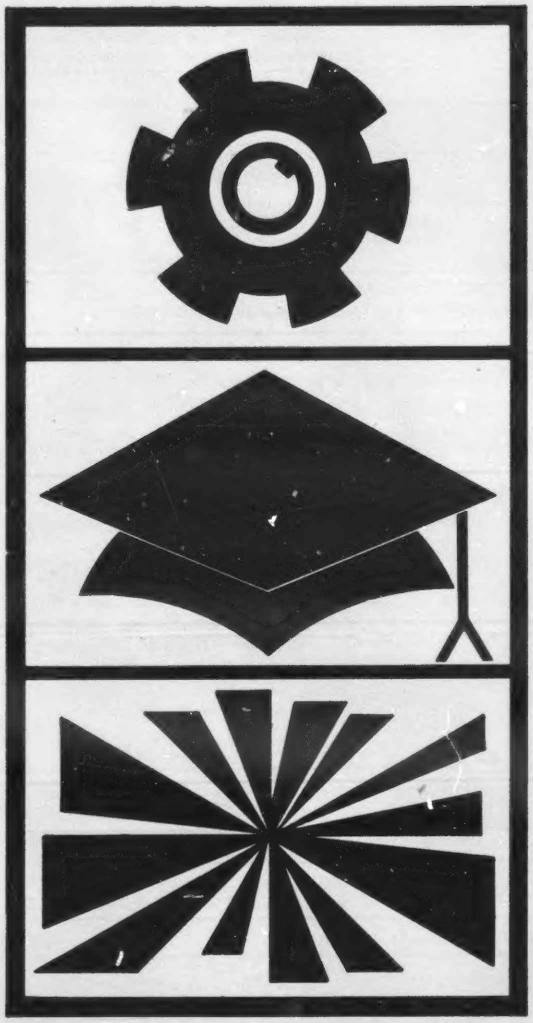
The second project objective was to conduct research to match teachers' differences with training models to indicate which type of teacher would do best in which type of training program. The research attempted to discover whether a relationship existed between attitude at the beginning of the program and behavioral outcomes at the end. This objective relates to the idea of "goodness of fit" that requires a different training model for various groups receiving in-service training. Given the characteristics of teachers and the program's expected career education competencies, teachers would either profit from high- or low-structure learning situations.

The third objective of the training program was to develop training manuals that could be used by others for training personnel to implement career education programs. The set of manuals that resulted is composed of:

- a "high-structure" training manual,
- a "low-structure" training manual,
- an assessment manual, and
- procedures for matching alternative training models to varied needs, backgrounds, and orientations of the educational personnel receiving the training.

Adapted from materials submitted by Boston University, School of Education, Boston, Massachusetts.

Aid from All Angles



Educational leaders have recognized the need to establish new priorities in education, especially concerning career education. State and territorial boards of education see career education as a major opportunity for students to develop an awareness of their own potential, a sense of dignity and pride in accomplishment, and the confidence to move forward toward their goals.

To assist the boards in their efforts to provide more effective leadership in this field, the National Association of State Boards of Education (NASBE) compiled all existing board policies and resolutions, rules and regulations, state statutes, and administrative directives relating to career education into a single comprehensive publication, *Career Education: A Compilation of State Boards of Education Policies, Rules, Regulations, and Statutes.*

Other resources that NASBE provided include the following publications:

- *Career Education Policy Development and Implementation: A Collaborative Approach*
- *Education Policy and the Youth Employment and Demonstration Act of 1977 (P.L. 95-93)*

NASBE also published a monthly newsletter, "Focus" that included articles describing the career education efforts and activities of the project.

One activity was designed to facilitate the development of comprehensive K-12 policies, legislation, and programs for career education. It addressed the issues related to the career education needs of youth in the Association members' respective jurisdictions. The Association convened a task force of representatives of state and local government, education, industry, labor, and business to work toward designing models for policy development that could be replicated in other states attempting to integrate career education into the educational process.

NASBE also developed a multi-media package that documented the model process for use by other states in their policy-development efforts.

Training sessions were conducted with state board members, key state educational agency personnel, state government leaders and representatives of business, industry, labor, and the community. The sessions emphasized problem-solving and decision-making in career education tailored to the states' needs and projected career education plans. NASBE then conducted in-depth follow-up work sessions with state boards to develop five- to ten-year action plans for strengthening career education.

Adapted from materials submitted by the National Association of State Boards of Education, Washington, D.C

Keep in Touch

". . . bringing people together to help kids learn about careers" is a major aim of the State Departments of Education in Alaska, Idaho, Montana, Oregon and Washington. These states joined with the Northwest Regional Educational Laboratory to establish the Northwest Connection, a regional career education consulting service. The project was designed as a career education communication model that other states and regions could follow. The primary focus of the Northwest Connection was to improve the quantity and quality of career education activities in schools and communities in the five participating states. Classroom teachers, specialists, administrators, business, labor, and community people could have a "consultation with a colleague" by telephone, by mail, or in person.

Consultants were drawn from many different fields and included not only educators, but other advocacy groups such as:

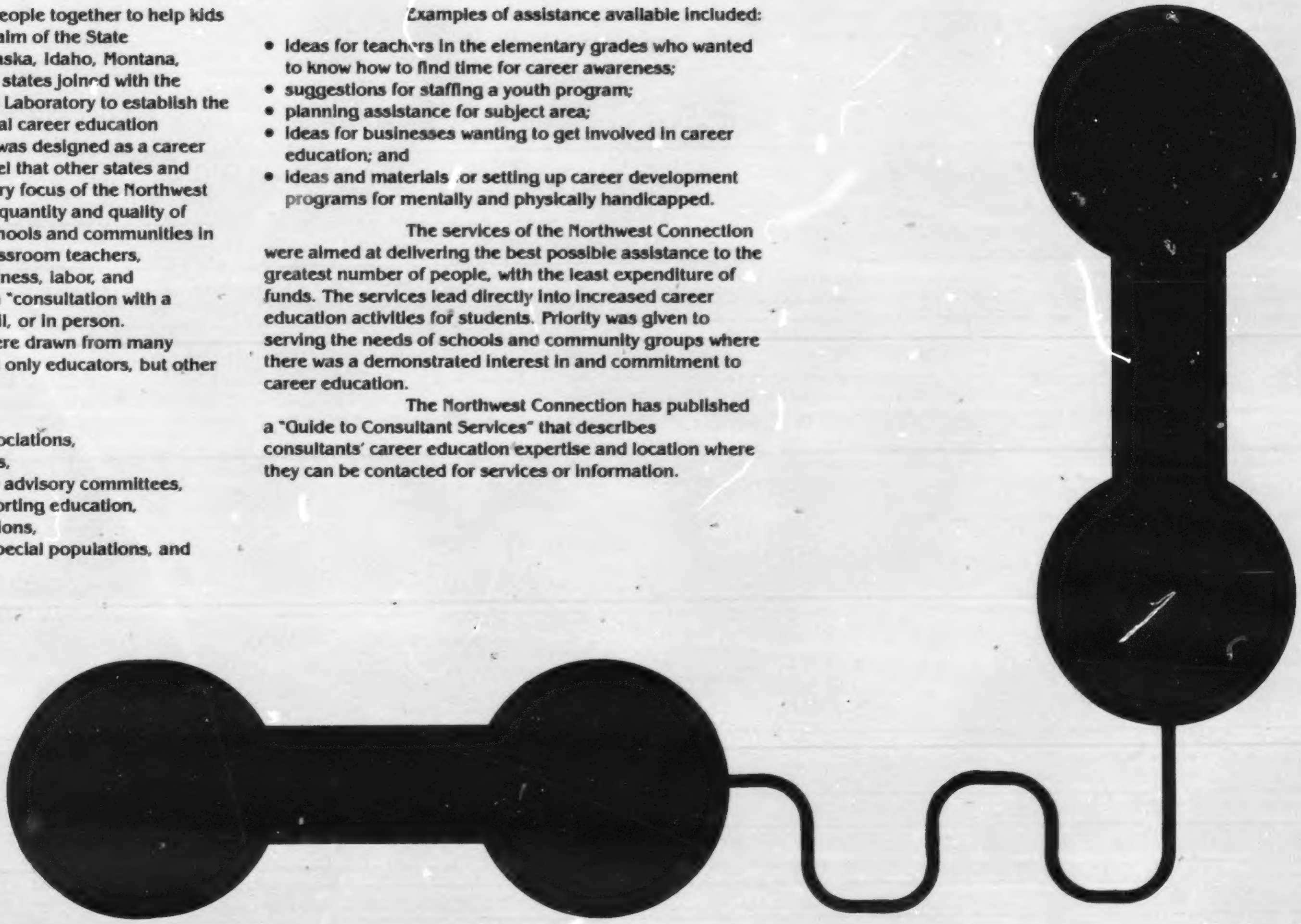
- parent involvement groups,
- small and large business associations,
- organized labor organizations,
- local school career education advisory committees,
- business organizations supporting education,
- community service organizations,
- organizations representing special populations, and
- youth-serving organizations.

Examples of assistance available included:

- ideas for teachers in the elementary grades who wanted to know how to find time for career awareness;
- suggestions for staffing a youth program;
- planning assistance for subject area;
- ideas for businesses wanting to get involved in career education; and
- ideas and materials for setting up career development programs for mentally and physically handicapped.

The services of the Northwest Connection were aimed at delivering the best possible assistance to the greatest number of people, with the least expenditure of funds. The services lead directly into increased career education activities for students. Priority was given to serving the needs of schools and community groups where there was a demonstrated interest in and commitment to career education.

The Northwest Connection has published a "Guide to Consultant Services" that describes consultants' career education expertise and location where they can be contacted for services or information.



Adapted from materials submitted by The Northwest Regional Educational Laboratory, Portland, Oregon.

Strong Partnership

The Education Commission of the States (ECS), in its examination of issues that are critical to the quality, effectiveness, and future of education, identified career education as one of the most valid and valuable concepts on the current educational scene.

ECS is a partnership created by the states to "take new and energetic action" to guide nationwide education policy. ECS established a task force on career education, composed of national leaders from industry, labor, government, and education to identify approaches that the 49 member states and territories could adopt to strengthen the linkages between education and work.

The efforts of the task force are directed at accomplishing the following objectives:

- provision of information on alternative methods of obtaining the active involvement of business, industry, and labor in career education policy development and program implementation;
- provision of alternative legislative approaches to strengthening career education and to report on federal and state laws that have implications for career education planning, financing, and implementation;
- development, recommendation, and facilitation of alternative approaches to strengthening state education policies and legislation through the collaborative efforts of business, industry, labor, government and education.

The Education Commission of the States was involved in the following activities:

- a series of conferences dealing with the collaborative process, the formulation of state career education policies and state and federal legislation;
- collection of state and federal laws and policy initiatives that furthered the concept of career education;
- assistance to states in formulating new and improved policies and legislation.

The ECS makes available, on a limited basis, the following publications at no charge:

Report No. 117 – Collaboration in State Career Education Policy Development: The Role of Business, Industry and Labor (December 1978). Includes conclusions and recommendations of ECS Task Force on Career Education on improving collaborative efforts in the development of state career education policies.

Report No. 118 – Legislating for Career Education: A Handbook for State Policy Makers (December 1978). Contains legislative provisions that are unambiguously explained to clarify their significance and provoke discussion. Contains thoughtful discussion of goals and objectives of career education so that readers may find the approach best suited to their states.

Report No. 119 – An Overview of State Career Education Laws (December 1978). Designed to accompany Report #118 as a guide to developing career education legislation. Provides examples of legislation that have been enacted.

Report No. 120 – Career Education:The Policies and Priorities of Business, Organizations, and Agencies (December 1978). For state officials wishing to encourage involvement of business, industry, labor. Contains sampling of trends, priorities, formal statements of different groupings in both the public and private sectors.

Career Education in the States, a quarterly newsletter published as a service of the career education project, was also available.

Adapted from materials submitted by the Education Commission of the States, Denver, Colorado.

Cues to Art Careers Planners

Something just as rewarding as providing entertainment for millions of children and adults has been taking place under the auspicies of Walt Disney Productions in Anaheim, California. With the assistance of 110 deans of fine arts, the Disney staff designed a handbook entitled "Careers in Education" and an accompanying videotape entitled "Career Education for Professionals in Entertainment." These materials provided college and university fine arts department personnel with information for planning and carrying out on-campus seminars relating to careers in entertainment.

Based on their knowledge of the entertainment industry, Disney staffers felt that higher education faculty needed to be alerted to the following considerations:

- **Difficulty in hiring** More artists are employed by Walt Disney Productions than any other organization in the world; yet the corporation has difficulty finding people who have been *adequately* prepared for positions in the industry.
- **Increased job opportunities** While there are more and more job opportunities in the leisure field at Walt Disney enterprises, other companies engaged in this industry are also hiring.
- **On-the-job training** The organization has to train its own employees on-the-job due to their inability to locate graduates in the arts who are prepared for the available positions.
- **The need for a "feeder" system** Colleges' curricula often regiment artistic talent into limited areas in which there are few or no employment opportunities. The public schools and colleges in the United States should serve as a "feeder" system to develop and supply artistic talent from each generation.
- **Awareness** There is a need to acquaint art students and art institutions' personnel with the entertainment industry's employment needs.
- **Attitudes** The professional staff and administrators of performing arts departments often have negative attitudes about the "commercial" world of arts. For example, singers are taught to produce their tone according to one predominant style – the Italian *bel canto.* Few college or university programs permit singers to explore other applications of the voice – folk, jazz, or popular styling.

To ensure that issues and problems that are raised during a seminar are systematically followed up and solved, participants in seminars on career entertainment should be representatives of administration, faculty and students.

Seminars should be planned for at least a two-to-three-hour block of time. A suggested seminar program could include:

Introduction/Orientation

Opening statement by dean of the fine arts or a student who has participated in one of Disney Entertainment Work Experience Programs.

Videotape Presentation

"Career Education for Professionals in Entertainment" could be viewed.

Discussion/Reaction

A panel of students and faculty could discuss points raised by the videotape presentation.

A Speaker on Career Education

The college career education counselor could be the speaker for the seminar.

A Panel of Professionals in Entertainment

Local professionals who represent a wide variety of jobs in the entertainment industry could discuss their work and the required training.

Performances by Students and Faculty

Performances by students, faculty and local professional entertainers could be interspersed throughout the program. Time should be allotted for the audience to ask performers questions.

Adapted from "Organizing a Campus Seminar on Careers in Entertainment," Walt Disney Productions, Anaheim, California.

Funds for Fun

Many successful ideas that infuse career development with the academic curriculum were developed and shared by participating members of the Northwest Tri-County Intermediate Unit in Edinboro, Pennsylvania. School systems in Crawford, Erie, and Warren Counties communicated career education activities and news through a variety of methods that were effective in soliciting and sharing ideas, as well as in securing funds to sponsor special career education events.

Several successful ideas:

- To encourage teachers to report on their activities for inclusion in the local career education newsletter, a pad of NEWS TIPSHEETS with instructions was posted in a place where all teachers could have easy access. Information was requested that would provide an entire story.
- "Bright ideas" were collected from each teacher. A sheet was designed asking for career development ideas regarding recommended instructional materials that the teachers used or made, and any games and activities that were particularly successful.
- Mini-grant applications encouraged school personnel to plan career development concepts for use in the academic curriculum. The mini-grants provided funding, ranging from $50-$150, for educational resources, supplies and relevant field trips; the purchase of equipment such as tape recorders, cassette players, and cameras was excluded.

A sample copy of the Mini-grant application follows.

Mini-Grant Application

Name ____________ **Home Phone** ____________

Street Address ____________ **City & Zip Code** ____________

Subject or Grade Taught ____________ **Building Phone** ____________ **School District/Building** ____________

1. In your own words, tell briefly what you want to do and why. Explicitly state career education elements to be infused into the academic curricula. (Use reverse side if more space is needed.)

2. Grade level of students involved in the project. ____________

Number of students involved in the project. ____________

Briefly describe the participants who will be actively involved in the proposed program.

3. List other teachers involved in the project and their subject areas.

4. Objectives:

5. Major activities:

6. Evaluation: Check below the methods you plan to use to evaluate the students' accomplishment of the objectives. Several methods should be employed.

a. Student log ________
b. Objective test ________
c. Charts & graphs* ________
d. Taped interview ________
e. Subjective teacher evaluation ________
f. Others ________

**e.g., skills acquired through the project*

Also check below the methods you plan to use to personally evaluate your project.

a. Anecdotal record ________
b. Student questionnaire ________
c. Parent questionnaire ________
d. Subjective teacher evaluation ________
e. Charts & graphs ________
f. Others ________

7. Beginning date of project ____________ Ending date ____________

8. Total estimated budget $ ____________

Budget breakdown:

9. Equipment: List below the equipment you will need to borrow in order to successfully complete your project. Also indicate the exact length of time that will be needed. Use specific dates.

Teacher's signature ____________ **Date** ____________

Principal's signature ____________ **Date** ____________

Return to: Career Education, Northwest Tri-County Intermediate Unit.

Adapted from materials submitted by the Northwest Tri-County Intermediate Unit, Edinboro, Pennsylvania.

Adopt-A-School

The Adopt-A-School program was a collaborative career education effort in which a business or industry worked with a high school or middle school for at least one school year; it was the creation of Louisville, Kentucky's Jefferson County Public Schools.

Adopt-A-School was developed to achieve the following objectives:

1. provide exploratory experiences within business and/or industry for designated high school students to help them make well informed educational plans and gain up-to-date information,

2. increase student awareness of the purposes, operation, and demands of business and industry,

3. improve each institution's understanding of the other,

4. provide teacher awareness of the purpose, operation and demands of business and industry and in particular, how the skills they are teaching relate to the world of work.

Though the resources and time invested in Adopt-A-School differ among participating business and school teams, the greatest satisfaction with the program was said to be among those who devoted the most time and effort.

All activities were planned jointly by the *business representative and the local school career education chairperson.*

Some activities in Adopt-A-School include:

- Internships
- Shadowing
- Teacher tours
- Speakers
- Materials (booklets and pamphlets that a company has on different occupations were given to the school library)
- Field trips
- Slide/tape presentations
- Counseling

Listed below are the benefits participants derived from Adopt-A-School:

1. Business participants improved their understanding of their jobs and businesses while contributing to the community.

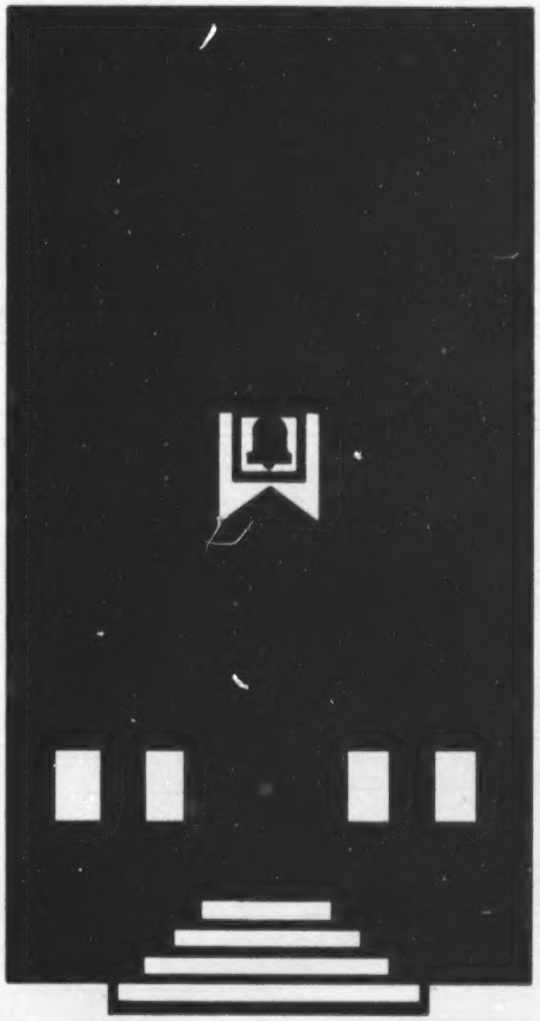
2. Students increasingly saw the relevance of subject matter as the relationship between classes and jobs became clear.

3. An exchange of information occurred in which students and school personnel gained insight into the business world and business personnel gained insight into the educational process.

4. Adopt-A-School exposed students to the many opportunities available in the community.

5. Several spin-off cooperative efforts were envisioned as a result of Adopt-A-School.

6. The schools and community worked together to achieve a common goal.



Adapted from "Adopt-A-School" leaflet, Jefferson County Public Schools, Louisville, Kentucky.

Coping With Change

Cogent Associates in Princeton, New Jersey, embarked upon a program to enable low-income high school students to anticipate and plan for their futures. Though the approach was systematic and reasoned, a degree of flexibility was permitted.

The program provided students with skills and decision-making and analyzing information. The achievement of these skills was expected to improve students' abilities to identify alternate routes to varied career/occupational goals and to evaluate their alternatives in terms of:

- the congruence of the career/occupational goal with the students' self-identified interests, aptitudes, and abilities;
- the likelihood of the continued availability of the career/occupation;
- the internal and external obstacles to be overcome in achieving the goal; and
- the financial and personal costs of routes to a desired goal in relation to the financial and personal gains to be yielded by achieving the goal.

Some of the program objectives were expected to help students:

- increase self-awareness;
- demonstrate an increased awareness of career options within fifteen (15) career clusters;
- be able to interpret a graph or paragraph about labor market projections;
- acquire knowledge of the effects of rapid technological change on career options;
- acquire knowledge of the effects of change in skill requirements or the requirements for continued schooling/retraining throughout adult life;
- demonstrate significant improvement in their awareness of the effects of changes in social norms (race, ethnicity, gender) on perceptions of appropriate/available career options;
- increase their awareness of how changes in the technology and organization of production in the past brought forth changes in the lives of workers and the structure of the communities in which they lived; and
- demonstrate an increased ability to assess the financial cost and benefits of educational plans associated with occupational goals.

The curriculum was ungraded and geared toward 10th, 11th, and 12th grade students. All three variables – economics, social-environmental and personal – were integrated into a ninety-day program. For the benefit of teachers who desired a shorter time period, the program was modified so it could be completed in half the time.

One of the project activities, "Rank Ordered," is highlighted below. The purpose of the activity was to help students choose among alternatives that are related to their environmental, economic, and social interests.

Directions:

Read the question and then the possible answers. Put a 1 in front of the answer most right for you, a 2 that is nearly right for you, a 3 or 4 for choices that would rank low for you. Do this for all 7 questions.

Questions:

Example:

Which would you like to do most?

1. __4__ travel by car
__2__ travel by airplane
__1__ travel by train
__3__ travel by bus

2. Which best describes the way you handle money?
________ spend freely
________ always look for bargains
________ budget carefully

3. Where would you least like to work?
________ on a farm
________ in a high rise office building
________ in a factory
________ in your home

4. How do you have the most fun?
________ alone
________ with a large group
________ with a few friends

5. In which setting would you prefer to spend most of your time?
________ the city
________ the country
________ the suburbs

6. When you think about making a living, how much money do you perceive you'll need?
________ $10,000-$20,000
________ $20,000-$30,000
________ $30,000-$40,000
________ $40,000 +

7. When are you most productive?
________ when I'm helping others
________ when I'm working with ideas
________ when I'm being active and physical

Review the questions and your rank orders. Answer the following questions.

1. What do questions 1, 3 and 5 tell you about your environmental preference?
2. What do questions 2 and 6 tell you about economic values?
3. What do questions 4 and 7 tell you about your social interests?

Students participated in a one-week student-administered survey of local business people: a one-week student survey of school practices affecting career alternatives; in-depth interviews with local employers, business and professional people and an on-going exploration of occupational information.

Individual, small and large group activities, activity sheets, a simulation, an Occupation Resource File, a slide show and storybook were the materials and techniques used in the program.

COGENT

Adapted from materials submitted by Cogent Associates, Princeton, New Jersey.

Project Locator

Alabama

Mrs. Bobbie Beans
Marion City Schools
Career Education Director
P.O. Box 150
Marion, Alabama 36756

"A Career Education Program for Low Income Youth"

Arizona

Dr. Carolyn D. Raymond
Center for Career Development
Mesa Unified School District #4
549 North Stapley Drive
Mesa, Arizona 85203

"Mountain View Senior High School Model Career Education Program"

California

Dr. John A. Anello
Walt Disney Productions
Disneyland Entertainment Education Program
1313 Harbor Boulevard
Anaheim, California 92803

"Arts & Entertainment Career Conference"

Catherine McEver/Lucinda Kindred
Industry-Education Council of California
1573 Old Bayshore Highway
Burlingame, California 94010

"Community Career Education Resource Center"

Dr. Anita M. Mitchell
Southwest Regional Laboratory
4665 Lampson Avenue
Los Alamitos, California 90720

"Assessment of State Plans for Career Education"

Jose J. Gonzales
Career Development & Placement Center
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032

"The PH Career Internship Program: An Experiential Learning Career Exploration for Beginning Physically Handicapped University Students"

Dr. Peter R. Dahl
American Institutes for Research
P.O. Box 1113
Palo Alto, California 93402

"Combatting Sex, Race, and Handicap Stereotyping in Career Choice"

Joe McGhee
California State Department of Education
Personal & Career Development Services
721 Capitol Mall, 3rd Floor
Sacramento, California 95814

"California Master Trainer Proposal"

Bela H. Banathy/Diana P. Studebaker
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103

"Native American Career Education Demonstration Project"

Ms. Jody Wardle
San Francisco School Volunteers
135 Van Ness Avenue, Room 20-E
San Francisco, California 94102

"Project Motivate"

Colorado

Dr. John M. Akey
National Science Teachers Association
2410 Warwick Lane
Colorado Springs, Colorado 80909

"Preparation of Science Educators to Engage Effectively in Career Education Through the Involvement of a Professional Education Association"

Dr. Alvin Goldberg
Professor and Director of Graduate Studies
Department of Speech Communication
University of Denver
University Park Campus
Denver, Colorado 80208

"Project ACE (Academic/Career Education)"

Dr. Gene Hensley
Director, Career Education Project
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80295

"Improved Career Education Policies Through the Collaborative Efforts of Business, Industry, Labor, Government and Education"

Dr. Don Carson
Director of Career Education
Arapahoe Community College
5900 South Santa Fe
Littleton, Colorado 80120

"Community College Community Career Resource Center"

Ms. Jody Murphy
Columbine High School
Jefferson County Public Schools
6201 S. Pierce Street
Littleton, Colorado 80123

"A Model Career Decision-Making Program to Reduce the Effects of Sex-Role Stereotyping on the Career Choices of Senior High School Students"

Brian Beun
Institutional Development & Economic Affairs Service, Inc. (IDEAS)
Magnolia Star Route
Nederland, Colorado 80466

"If I Had Only Known . . .: Student Authored Career Awareness Profiles Produced Through a Community Based, Experiential Learning Process"

Kaye Hamm
Career Education Program
South Central BOCES
900 West Orman Avenue
USC Orman Campus
Pueblo, Colorado 81004

"A Gifted and Talented Program for Students in Rural Colorado"

Connecticut

Dr. Donald Simpson
Cooperative Educational Services
P.O. Box 2087
11 Allen Road
Norwalk, Connecticut 06852

"Community Career Education Center Project"

District of Columbia

Dr. George C. Gordon
D.C. Public School System
415 12th Street, N.W.
Washington, D.C. 20004

"An Innovative Career Education Program"

Stephen H. Kreimer
Director, Career Education Project
National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007

"Communication of Career Education Philosophy, Methods, Activities and Evaluation Results to Education Decisionmakers"

Carolyn Keith-Henes
American Alliance for Health, Physical Education & Recreation
1201 16th Street, N.W.
Washington, D.C. 20036

"A Proposal to Prepare Physical Educators to Engage Effectively in Career Education"

Mary M. Hooks
Thomas Buffington & Associates
2710 Ontario Road, N.W.
Washington, D.C. 20009

"Improving the Operation and Communicating the Results of Career Education Projects"

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"Improving the Operation and Communicating the Results of Career Education Projects"

Dr. Richard E. Wilson
Vice President for Programs
American Association of Community & Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

"Dissemination of Career Education Programs and Products to Community Colleges"

Walter O. Faulkner, Director
CCSSO Career Education Project
400 North Capitol Street, N.W.
Washington, D.C. 20001

"Career Education: Planning, Implementing, Evaluating"

Dr. Robert Berlam
Associate Executive Secretary
National Association of State Boards of Education
444 North Capitol Street, N.W., Suite 526
Washington, D.C. 20001

"Career Education Policy Development and Implementation: A Collaborative Approach"

Mrs. Hazel Rockhold
Kirschner Associates, Inc.
1100 17th Street, N.W., Suite 810
Washington, D.C. 20036

"LEA/CETA Collaboration for Career Education"

Francis Burtnett
American Personnel & Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

"The School Counselor and Career Education"

Florida

Clinton M. Rouse
Career Education Coordinator
Volusia County Schools
P.O. Box 1910
Daytona Beach, Florida 32015

"Project SPICE: Special Partnership in Career Education"

Albert Thomas, Jr.
P.O. Box 499
Monticello, Florida 32344

"I Believe in Kids – A Career Education Development Project"

Robert Kuhn/O. B. Hendrix
Northeast Florida Educational Consortium
P.O. Box 797
Palatka, Florida 32077

"Infusion of Career Education for Low Achievers in Business – (ICE LAB)"

Georgia

Dr. Calfrey C. Calhoun
College of Education
University of Georgia
Athens, Georgia 30602

"Retraining Business Teachers to More Effectively Engage in the Development and Dissemination of Career Education in Business Education"

Dr. Carole L. Hahn
Assistant Professor
Division of Educational Studies
Emory University
Atlanta, Georgia 30030

"Career Education: Retraining Educational Personnel Via Their Professional Organizations"

Margaret T. Harper
Central Savannah River Area Cooperative Education Service Agency
P.O. Box 868
Thomson, Georgia 30824

"Project for Incremental Improvement in Career Education"

Illinois

Ms. Jan Kilby
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

"Professional Organization Involvement in Career Education"

Indiana

Wayne D. Palmer
Indianapolis Cities in Schools
1500 E. Michigan Street
Indianapolis, Indiana 46201

"Pottersville: An Integrated System of Developing Career Education Programs for Disadvantaged Youth"

Dr. Charles M. Dorn
Professor of Art Education
Department of Creative Arts
Purdue University
West Lafayette, Indiana 47907

"An Art Education Field Proposal for the Development and Dissemination of Career Education Concepts in the Visual Arts"

Iowa

Dr. Raymond E. Morley
Special Needs Section
Iowa Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

"Improving Career Exploration — Handicapped"

Dr. Roger A. Baskerville
Superintendent of Schools
Box 276
Lohrville, Iowa 51543

"Toward Community Growth: A Rural Career Education Model"

Dr. Alan B. Moore
Development Consultant
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566

"Project LANCELOT (Labor and Career Educators Locating Options Together)"

Kentucky

Mrs. Judy White
Local Career Education Coordinator
% L. C. Curry Elementary School
Durbin Drive
Bowling Green, Kentucky 42101

"The Bowling Green, Kentucky, K-12 Career Education Incremental Improvement Project"

Mr. Elwood Cornett
Career Education Office
Kentucky Valley Educational Cooperative
P.O. Box 1118
Hazard, Kentucky 41701

"Communicating Career Education for Rural Appalachia"

Mrs. Barbara Prell
Jefferson County Public Schools
675 River City Mall
Louisville, Kentucky 40202

"Educational Preparation for Involvement in Careers"

Dr. Doris Helge
Center for Innovation and Development
Murray State University
Murray, Kentucky 42871

"Infusing Career Education for the Handicapped Through Total System Involvement"

Louisiana

Dr. Guillarne Leary/Gail Glapion
Urban League of Greater New Orleans
Career Awareness Education Program
3200 St. Bernard Avenue
New Orleans, Louisiana 70113

"Project CAEP: Career Awareness Education Program"

Maryland

Chip Bezlat
University of Maryland
Center for Rehabilitation & Manpower Services
Juil Hall, Room 3115
College Park, Maryland 20742

"Career Education of Mentally Retarded Citizens"

Massachusetts

Harold S. Resnick/Robert R. Gower
Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

"Program Methods and Materials for Training Career Educators"

Stephen Marcus
Deputy Director
Cultural Education Collaborative
164 Newberry Street
Boston, Massachusetts 02116

"Cultural Institutions and Career Education: Building Community Collaboration"

Michigan

Ms. Patricia L. Pettress
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Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan 48202

"Urban Career Education Project"

Minnesota

Arthur Serotoff
Central High School
3416 4th Avenue South
Minneapolis, Minnesota 55408

"Health Careers and Science Action Learning"

Missouri

Ms. Mary York
Acting Executive Director
Division of Curriculum Services
1517 South Theresa Avenue
St. Louis, Missouri 63104

"Design for Career Education"

Montana

Dr. Peggy Leiterman-Stock
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Student Affairs & Services
Room 212, Montana Hall
Montana State University
Bozeman, Montana 59717

"Reduction of Sexual Stereotyping and Bias with Regard to Career Choice"

Ms. Frances Jackson
Career and Vocational Education
Great Falls Public Schools
Post Office Box 2428
Great Falls, Montana 59403

"Career Guidance for Academically Gifted Female Students: A Coordination of Resources to Develop Human Potential"

Dr. Vince Barry
National Center for Career Education, Inc.
P.O. Box 7815
Missoula, Montana 59801

"Career Education Information, Training and Instructional Materials Systems (CEITAIMS)"

New Jersey

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575 Ewing Street
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"Change by Expanding Career Options"

New Mexico

James Clark
New Mexico Highlands University
Student Support Services Center
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"New Mexico Highlands University Career Education Project"

New York

Selma Stone
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"Project LATTICE: Learning and Teaching Through Improved Career Education"

Ms. Sandra Loyd
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"Career Education for 9th Graders in a Community College Setting"

Dr. Alice Walker
Assistant Professor
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Cortland, New York 13045

"Women's Academic and Career Choices"

Rexford G. Moon, Jr.
Managing Director
Future Directions for a Learning Society
The College Board
888 Seventh Avenue
New York, New York 10019

"Career Services for Adults: Worker Access to Educational Opportunities"

Carol B. Aslanian
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888 Seventh Avenue
New York, New York 10019

"Demonstration of Career Information Centers in Postsecondary Institutions"

Ms. Maya Sharpe
Children's Art Carnival
62 Hamilton Terrace
New York, New York 10031

"Career Training Through the Arts for Children Ages 8-18: Creative Arts and Communication Arts Production"

Dr. Henry M. Brickell
Director
Policy Studies in Education
680 Fifth Avenue
New York, New York 10019

"Media Packages for Elementary School Teacher Trainers"

C. Edward Scebold
Executive Director
American Council on the Teaching of
Foreign Languages, Inc.
2 Park Avenue
New York, New York 10016

"Inservice Training in Career Education: Incorporating the Career Concept in Foreign Language Programs"

Linda A. Pfister/Carol B. Aslanian
Future Directions for a Learning Society
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New York, New York 10019

"Evaluating Career Education: Conferences/Workshops to Communicate Strategies and Materials"

Nancy Garfield
Career Education Project
Program Department
Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

"From Dreams to Reality: A Communications and Dissemination Project Regarding Sex-Role Stereotyping"

Deborah Heller
Yonkers Board of Education
145 Palmer Road
Yonkers, New York 10701

"BRIDGE – Business Relating to Industry for the Development of Gifted Education"

Ohio

Dr. Brian Fitch
Senior Research Specialist
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

"A Demonstration: Effecting Incremental Improvements in K-12 Career Education"

Nancy Losekamp
Upper Arlington Schools
1950 North Mallway
Upper Arlington, Ohio 43221

"Upper Arlington Schools Comprehensive Career Education Project"

Oregon

Dr. Larry McClure
Director
Education & Work Program
Northwest Regional Education Laboratory (NWREL)
710 S.W. Second Avenue
Portland, Oregon 97204

"The Northwest Connection: Demonstration of a Multi-State Model for Communicating Career Education Through Peer Interaction"

Pennsylvania

David G. Minnis
Northwest Tri-County Intermediate Unit
252 Waterford Street
Edinboro, Pennsylvania 16412

"A Project to Demonstrate Incremental Improvements in a K-12 Career Education Program Through an Exemplary (Computer-Retrieval) Model"

South Carolina

Ms. Alison Caughman
Trident Technical College
P.O. Box 10367
Charleston, South Carolina 29411

"Women's Access to Non-Traditional Careers (WANT CAREERS)"

Tennessee

Dr. Trudy W. Banta
Associate Professor
Bureau of Educational Research and Service
University of Tennessee
212 Claxton Education Building
Knoxville, Tennessee 37916

"A College-Wide Team Approach to Providing Career Education Training for School-Based Teams of Principals, Counselors and Teachers"

Texas

Charles Boyd
KLRN-TV, Khan Dul Project
Southwest Texas Public Broadcasting Council
P.O. Box 7158
Austin, Texas 78712

"Khan Dul: Success Model Through Television for the Career Education of Handicapped Children, Part III"

Eugene C. Bowden
Associate Director Explorer Division
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"Career Education in Scouting/USA"

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"CEDA – Career Education Development Adventure"

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"Integrating Parents, the Community, Higher Education, and the School to Develop a Teacher Training Model to Implement Career Education Based on State and Local Needs"

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"Discovering You: Career Guidance Program for Junior High Students"

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"Refinement, Demonstration and Application of Experience-Based Career Education for Secondary Handicapped Students"

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"Development of a Training Module to Assist Special and Regular Educators in the Design and Implementation of Career Education Programs for Exceptional Students"

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"Retrain Special Educators in Career Education"

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"Career Education in the Community: A Demonstration Project"

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"Mini-Conferences for State and Local Career Education Coordinators"

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"Training a Cadre of 50 Rural Educators to Conduct Career Education In-Service"

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"Wisconsin Inservice Training for the Implementation of Local Plans for Career Education"

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